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ENGLISH IN EVERY CLASSROOM. FINAL REPORT.

BY- MCNEIL, ELTON B. FADER, DANIEL N.

MICHIGAN UNIV., ANN ARBOR, COLL. OF LIT., SCI., ARTS

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THE "ENGLISH IN EVERY CLASSROOM" PROGRAM IS PRIMARILY CONCERNED WITH MOTIVATING "GENERAL" STUDENTS, FROM KINDERGARTEN THROUGH JUNIOR COLLEGE, TO FEEL THE PLEASURES OF AND NECESSITY FOR READING AND WRITING. TO REINFORCE THEIR LITERACY, STUDENTS ARE SATURATED WITH APPROPRIATE, ATTRACTIVE PAPERBACK BOOKS, NEWSPAPERS, AND MAGAZINES. WRITING ASSIGNMENTS, COORDINATED BY ENGLISH TEACHERS THROUGHOUT ALL SCHOOL COURSES, REQUIRE NUMEROUS BRIEF PAPERS AND PRIVATE JOURNAL ENTRIES, JUDGED WEEKLY ON THE SOLE BASIS OF QUANTITY. AN EXPERIMENTAL GROUP PARTICIPATING IN THIS PROGRAM WAS TESTED AND COMPARED WITH A CONTROL GROUP AT THE BEGINNING AND CONCLUSION OF THE SCHOOL YEAR FOR INTELLECTUAL PERFORMANCE, TEACHERS' PERCEPTIONS OF STUDENTS ATTITUDES, PERSONALITY, AND PERFORMANCE, AND STUDENTS' ATTITUDES TOWARD SCHOOL, LITERACY, AND THEMSELVES. FINDINGS CONFIRMED THAT THE PROGRAM PRODUCED SIGNIFICANT IMPROVEMENT IN VERBAL PROFICIENCY AND LESSENERED EDUCATIONAL ANXIETIES IN THE EXPERIMENTAL GROUP. (APPENDICES INCLUDE--(1) DIAGNOSTIC TESTS USED IN THE EXPERIMENT AND TABLES COMPARING THE EXPERIMENTAL AND CONTROL GROUPS' PERFORMANCES AND ATTITUDES, (2) DETAILED STUDY GUIDES ON "WEST SIDE STORY" AND "THE DIARY OF ANNE FRANK," CONTAINING INTRODUCTORY MATERIALS, SAMPLE DAILY LESSON PLANS, DISCUSSION QUESTIONS, TESTS, ENRICHMENT ACTIVITIES, AND READING LISTS, AND (3) A LIST OF 1000 "LESS-THAN-A-DOLLAR" PAPERBACK BOOKS.) SEE ED 010 424 FOR A RELATED REPORT. (JB)

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THE UNIVERSITY OF MICHIGAN

COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Final Report

ENGLISH IN EVERY CLASSROOM

ELTON B. McNEIL
DANIEL N. FADER, Project Director

Under contract with:

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ENGLISH IN EVERY CLASSROOM

Elton B. McNeil

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ORA Project 07215

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SUMMARY

A. Of the Program

"English In Every Classroom," the program for teaching English described and evaluated in this report, is based upon the idea that reading is good and more people should learn how good it is. Since everybody agrees that people never learn better than when they're children, this program is particularly suited to children in training schools and suitable in some measure to all children in all American schools from kindergarten through junior college. Though suitable to all, this program is primarily concerned with the student whom educators have identified as "general," meaning all too often that the school system has few specific programs to satisfy his educational needs. This is the same student who can sometimes be identified as disadvantaged and can more often be characterized as impoverished. He is disadvantaged if he is poor, but he may be impoverished and be rich. He is impoverished if he does not read with pleasure, because if he does not read with pleasure then he is unlikely to read at all.

This same student, who is usually classified as "general" in high school, is also the "practical" child who needs to perceive an immediate relationship between cause and effect before he can be successfully motivated. His questions about literature are often put in terms of "What does it mean to me?" which is only a more specific version of his "Why should I?" in answer to the demands of reading and writing. The purpose of the program called English in Every Classroom is to help the teachers of such students give them satisfying answers to their questions.

This approach to learning is designed to provide the general student with motivation for reading and writing, and at the same time give him appropriate materials with which to practice and reinforce his literacy. Its potential significance to education lies in its systematic expansion of what good English teachers have done, or tried to do, or wanted to do in schools and classrooms everywhere: Convince their colleagues in all subjects that English must be taught by each teacher in every classroom—and with more stimulating materials (e.g., newspapers, magazines, and paperbound books) than those presently in common use.

All aspects of this curriculum proceed upon the assumption that the chief problem in teaching reading and writing is not intelligence but motivation. The program further assumes that a student's desire to learn makes learning probable.

Members of the Departments of English and Psychology and of the School of Education at The University of Michigan were engaged for four years in shaping and testing a curriculum for the teaching of English in the W. J. Maxey Boys' Training School at Whitmore Lake, Michigan. The English program at the Maxey School, which has also been implemented under experimental conditions in the Garnet-Patterson Junior High School in Washington, D.C., and is now in use

in some form in forty states and three foreign countries, is the source of methods for teaching English described and evaluated in this report. Unlikely as it may seem, this is apparently the first schoolwide approach to the language problems of the general student. Equally revealing is a discovery made by psychologists who have been testing the program: Within the varied and subtle spectrum of devices invented and validated for testing literacy, almost no work at all has been done in the vast area of testing attitudes toward reading and writing. The plan for teaching English which is reported upon here, takes the child's attitude as its primary, and sometimes its sole, object.

B. Of the Evaluation

Our research task was to compare effects of "English in Every Classroom" at W. J. Maxey Boys' Training School with effects of more traditional methods of teaching English upon a comparable group of students. Subjects chosen for the experimental group were boys in a detention home for delinquents; the matched control population consisted of delinquent boys in another training school. Delinquent boys in training schools were chosen as subjects in order to control extraneous influences on their lives outside the classroom and to test the hypotheses in as demanding an environment as possible.

A series of pre- and post-measures of objective intellectual performance, teachers' perceptions of students' attitudes, personality, and performance and student perception of and attitude toward school and literacy, were gathered for both experimental and control groups at beginning and conclusion of the school year. Statistical analysis involved conventional "t" and "F" ratios in making pre- and post-comparisons between groups.

Findings confirm the hypothesis that the program of "English in Every Classroom" produces significant differences along a variety of meaningful dimensions. While results are too massive to recount here in detail, highlights can be reported in brief. The ultimate test of the program's effectiveness is to be found in comparative verbal proficiency of experimental and control groups before and after the school year. The Verbal Proficiency Test required each subject to perform with words and ideas in a variety of related intellectual tasks. The two groups did not differ significantly on these measures before the experiment; at the end, however, the experimental group displayed significant gains while the control group not only failed to advance but fell back from its starting position.

In much the same fashion, teacher ratings of pupil self-esteem fell markedly for the control group during the course of the school year while they rose for the experimental group. Negro pupils suffered greatest loss along this dimension. Both Negro and White students in the experimental program end the school year with a superior self-image when compared with boys in the control school.

It is difficult to estimate how much attitude change in delinquent boys ought to be described as a lot or a little; nevertheless, we essayed measurement of their attitudes toward literacy and literacy materials. In broad outline, changes in attitude favored boys in the experimental group, with older boys and

White boys showing the most positive changes. Measures of the child's level of educational anxiety (worry about tests, getting wrong answers, etc.) were almost identical for boys in both institutions at the beginning of the experiment. When the experiment was concluded, boys in the experimental group were significantly less anxious about classroom experience than were their control group counterparts.

These findings and a collection of other measures and control analyses of the data (age, I.Q., Race), provide substantial confirmation of the basic hypothesis with which we began the experiment: "English in Every Classroom" makes a significant difference in the response of the student along a host of educationally meaningful dimensions.

I. THE PROGRAM

A. Introduction

English in Every Classroom is an approach to learning based on the dual concepts of SATURATION and DIFFUSION. The first of these key concepts, SATURATION, proposes to so surround the student with newspapers, magazines and paperbound books that he comes to perceive them as pleasurable means to necessary ends. The advantages inherent in selecting such materials for classroom use are very great. First, and most important, all newspapers, most magazines and the great majority of paperbound books are written in the knowledge that commercial disaster is the reward for creating paragraphs that people should read. With the choice a clear one between market success and business failure, publishers, editors and writers know that survival depends on producing words that people will read. This program advances the radical notion that students are people and should be treated accordingly.

A second and perhaps equally important advantage in saturating the student's school environment with newspapers, magazines and paperbound books is their relationship to the world outside the school building. No one believes that we are training children from any social level to be performers in school; everyone believes that students come to the schools to learn skills they will need when they leave school, no matter at which level they leave. And yet, instead of importing materials from that world for teaching the literacy that world requires, we ignore such materials as unworthy of the better world we teachers are dedicated to creating. This program yields to none in its objective of helping to make a better world. It is equally strong, however, in its objective of educating students to deal with the world as it is. No literature better represents that world than the various periodicals and softbound books which supply the basic materials for the SATURATION program.

The third advantage of these materials is closely related to the second. Not only do newspapers, magazines and paperbound books enable the student to deal with the world as it is, they also invite him to do so. All educators are only too familiar with the school-text syndrome, that disease whose symptoms are uneducated students and unread materials. School texts often go unread just because they are school texts and apparently have very little to do with the nonschool world. One certain way to break the syndrome is to remove the proximate causes—in this case traditional school texts—and substitute newspapers, magazines and paperbound books.

SATURATION applies in principle not only to the selection and distribution of periodicals and softbound texts throughout the curriculum, but to the explosion of writing in the student's school environment. This explosion is based upon the practice of DIFFUSION, the second of the two key concepts in the design

of English in Every Classroom and the concept implied in its name. Whereas SATURATION refers to the materials used in every classroom to induce the child to enter the doorway of functional literacy, DIFFUSION refers to the responsibility of every teacher in every classroom to make the house of literacy attractive. In discharging this responsibility, every teacher becomes an intermediary between the student and functional literacy. In order that the student may come to view writing as a means to all ends, all ends which he pursues in a scholastic context must insist upon writing as the means through which they can be approached. In short, every teacher becomes a teacher of English, and English is taught in every classroom.

B. Writing

One of the most interesting yearly statistics made available to many university faculties is the number of incoming freshmen chosen from the top 10 percent of their high school classes. The number has recently grown so large at some universities that their faculties are now more concerned with the good students who are excluded than with any poor students who may still be admitted. Though this improvement in quality in the entering class has been nowhere more marked than in Freshman English, the promised land of no Freshman English course is not yet at hand. In spite of the notable increase in intelligence and accomplishment which characterizes the average freshman, he still writes miserably when he enters the university. Because of his wholly inadequate preparation in composition, he must take an English course designed to teach him how to write at least well enough to survive four years of college. There can be little doubt that, at many schools, Freshman English is successful in realizing this aim. The reason for this success is of crucial importance to the establishment of an effective program for teaching reading and writing to precollege students.

That Freshman English is usually very effective is partially attributable to the quality and predisposition of its students. But these are also the same students who learn so little about English composition before entering college that a course like Freshman English is necessary to their survival. What, then, effects so powerful a change in their performance as writers during their initial collegiate semester? The answer is embarrassingly simple—for the first time in their school experience, they write. They write a small mountain of out-of-class papers, in-class papers, exercises, paragraphs, sentences . . . they write and they write and they write. With very few exceptions, they write more in one semester than they have written before in their lives. And they learn how to write. They have, in short, learned to write through the one method they have never before been subjected to, the one method which can be expected to succeed—the constant practice of writing itself.

This view of the dynamics of the learning process in Freshman English is twice relevant to the proposals found in this program of reading and writing. Freshman students at the university in effect teach themselves how to write. Though the teacher and his texts are important, the one indispensable element is the continuous prose output of the student himself. He is asked to do what he has always been capable of doing; soon he finds that he rather likes the

experience. The typical freshman student likes his English class, he likes to write (though he probably doesn't know it), and he's able to produce ten thousand words of deathless prose for one class in one semester. In these predispositions and abilities he is likely to be very different from his precollege counterpart, who too often barely endures his English class and is sometimes stricken by mental paralysis at the very thought of having to write for any reason. The university freshman learns much from his English class because his previous experiences and developed aptitudes combine to predispose him favorably to the English-class situation; many grade and high school students learn little from the English class because their previous experiences and language disabilities conspire to cause them to reject any learning experience called "English." If this argument is valid, then the following three propositions are significant: (1) the precollege student can be taught to write by writing (in quantity and on subjects appropriate to his individual level of attainment); (2) this teaching and writing must not be confined to the English classroom which has so often been for him a scene of failure and a source of frustration; (3) the nature of the English classroom must be radically altered if it is to play a meaningful part in his education.

On the basis of these three propositions, certain conclusions seem inevitable. The teaching of English in the schools should be viewed as the primary responsibility of the English teacher and as a secondary responsibility of every other teacher with whom the student has regular classroom contact. This diversion of responsibility, with its resultant diffusion of reading and writing throughout the entire curriculum, should have a number of salutary effects, most important being communication to the student of the sense that reading and writing can be as natural to his existence as walking and talking. His previous experience has assured him that only English teachers demand constant proof of his literacy; he can hardly avoid assuming that reading and writing are special functions reserved for special occasions, in this case the English class, and that they have no normal relationship to the rest of his world. It is to that damaging illusion that this recommendation is made.

Implementation of the practice of shared responsibility for the student's training in English proved relatively easy in the Maxey Boys' Training School. When I first met with the full faculty of the School for a three-day training seminar in August of 1964, I was uncomfortably aware of how cold a welcome my program might receive. For the program proposes an approach to the teaching of reading and writing which challenges two of the dearest and most ancient misconceptions of the profession. These are the myths, customarily paired for strength, of the teacher as individualist and the classroom as castle. Together they have done more harm to the profession of teaching than any other combination of ideas or events. The myth of the teacher as individualist serves as an example; because of it and the mental set it represents, meaningful cooperation among teachers is essentially nonexistent. Each teacher is so concerned to perpetuate the values and conditions of his own preparation, so concerned to protect his feudal rights as a free man, that he effectively isolates himself from his peers. Teachers have no peer group in the functional sense of that term. They may attend professional classes, take courses during the academic year and during

the summer, but they tend to be speakers and auditors of monologues rather than participants in dialogues. They do not profit from each other because they are the true inheritors of the modern theory of compartmentalized education, a theory which declares each man sufficient unto his subject and each subject sufficient unto itself. General practitioners are as little respected and as meagerly rewarded in teaching as they are in medicine.

The inevitable corollary to the idea of teacher as individualist is the theory of classroom as castle. Without the second, the first could hardly be as destructive as it is. Part of our feudal inheritance is the notion that a man's home is his castle. Sanctified by law and custom, this theory has become a practice imitated in the schools. Like most imitations, the shape of the thing has undergone subtle change. Whereas in the home a man has the freedom to order his life and raise his family, in the classroom this tradition has been interpreted as freedom from. Rather than exercising freedom to experiment and freedom to criticize (both self and colleagues), teachers distinguish themselves by a process of in-gathering which frees them from all criticism to a degree foreign to any other profession. I would be the last to deny that public criticism—often reflecting only ignorance and prejudice—has given teachers one very good reason for insulating themselves from further shocks. But the insulation has become a burden rather than a protection. Teachers themselves now suffer most from their inability to hear each other.

The program I proposed to the training school faculty asked them to hear and to help each other. Within this program, each English teacher at Maxey became both leader and servant of a team of teachers and every teacher except the physical education instructors became a team member. Teams were formed by grouping an English teacher with the other instructors of that teacher's pupils. Teams met weekly for the first year and less often in the next two years. These meetings are meant to be supplimented by and—as in the Maxey School—eventually replaced by the personal interaction of the English teacher with individual members of his team. In order that the English teacher may have sufficient time to devote to coordination of team effort, he is assigned one class less than the school's normal teaching load. Where an English Department chairman is designated, he is relieved of a second class in order to coordinate team teaching efforts and materials distribution throughout the school.

Team teaching is an old phrase which this plan hopes to invest with new meaning. In return for lightened classroom responsibility, each English teacher acts as a resource person and a guide for his colleagues in the diffusion of English throughout every classroom in the school. He assists each member of his team to set up a writing schedule which produces at least one piece of writing every other day in all subjects other than English. Writing in mathematics class about processes of arithmetic or practical applications of algebra; writing in shop or art classes about particular skills and necessary procedures; writing in science classes about the physical nature of his environment—all these occasions serve, not only to make the student master of a significant portion of his verbal world, but to reinforce his special knowledge of that particular subject. Since in this view of the English curriculum the frequency of written exercises is far more important than their length, they

vary from a few sentences to an occasional page. They are never unpleasantly long, they are not always read, and their grammar and rhetoric are not corrected by the subject instructor unless he strongly desires to do so.

First, let me explain the unusual practice of requiring students to write papers that no instructor is to read. The real purpose of written exercises in all divisions of the curriculum is not so much to get students to write correctly as it is simply to get them to write. The radical aspect of this approach to teaching writing does not lie in some Utopial notion of making prose stylists of all public school students. The real innovation is that it depends far less upon the teacher and far more upon the student than do more traditional methods of teaching writing. Instead of a few papers covered with his own corrections, the teacher has many papers at least partially covered with students' prose. Of the five sets of papers received in every two-week period by instructors in subjects other than English, one set per week is read and commented upon for content by the class instructor, one set is passed on by him to the students' English teacher who corrects grammar and rhetoric, and one set filed unread in the students' folders. This treatment of one set of papers each week in every classroom recognizes and encourages the idea that the practice of writing may be distinguished from its performance. It offers the student opportunity to condition himself for performance by allowing him time to exercise his writing muscles. Filing one set of papers each week without either reading or correcting them serves as a constant reminder to English teacher and subject teacher alike of the real purpose of these continuing exercises—to develop the student's prose-writing muscles to the point where he can use them without fear of aches and strains. Until that point is reached, practice will be far more beneficial to the student than correction.

The idea of unread papers has long been rejected in American education on the basis that "children must have some tangible evidence that their efforts are appreciated or they won't work." But to translate this unchallengeable truth into the notion that everything a student writes must be read, or otherwise he won't write, is a tribute to the human mind's capacity for the illogical. And whoever thought that "appreciation" and "reward" could be equated with papers covered by red-pencil corrections?

The unsurprising fact is that a child can be taught to practice writing, both in the classroom (brief papers) and outside of it (the journal), just as he can be taught to practice a musical instrument or an individual sport. Just as in music and sports the key to practice in writing is expectation. Our experience at Maxey has been that even the worst students take some pleasure in the idea of uncorrected writing when they have been cautioned to expect and value their freedom to practice.

I should like to emphasize here that this approach to the teaching of English does not envision making English teachers of instructors trained in other specialities. It recognizes that only in the best of all possible worlds will instructors of all subjects perceive the partial dependence of their disciplines upon the verbal adequacy of their students, and take appropriate steps to insure that adequacy. Meanwhile, until such a millennium is upon us, this portion is built upon the expectation that only the English teacher will

correct the grammar and rhetoric of student papers, but that all teachers will be encouraged to make simple corrections where the necessity for such corrections may be apparent to them. Since this procedure depends on the good will of the subject instructors who help to effect it, they must not be made to feel uneasy about their own mastery of the language. Much effort should be expended to make the teachers of other subjects clearly understand that they may regard their role, if they wish, as that of a passive intermediary between their students, on the one hand, and functional literacy on the other. In making this point clear, great emphasis should be placed upon the quantitative importance of these written exercises.

The speed and thoroughness with which teams formed and began their work at the penal school is attributable to a surprisingly narrow range of causes. Foremost in this very brief list is a feeling of growing failure and lessening hope which pervades the faculty of every school with a considerable percentage of students who will terminate their education at the end of high school (if the system can manage to keep them that long). The other reason for the speedy inauguration of this program at the Maxey school is the schoolwide, nationwide awareness that the greatest failure in the education of the general student lies in his language preparation. He is so difficult to teach, say teachers from other subject areas, because he is so difficult to communicate with. Stripped of its social implications, this complaint often reduces itself to the basic problem of literacy. The child who can't or won't read or write or listen well cannot be educated in any subject in the school curriculum. Because he is essentially unreachable in every teacher's classroom, and because teachers in every classroom recognize his language deficiencies as a great part of his problem, the majority of his teachers are ready to aid the English teacher in giving the student the language to deal with his world. That readiness, born of frustration on the part of all the teachers, has played a very large part in leveling the customary barriers that might have impeded the progress of English in Every Classroom.

THE JOURNAL

Of the many and varied encouragements and inducements to writing within the scope of English in Every Classroom, none has been more consistently successful than the journal. The journal has been used in schools before. English teachers and teachers of other subjects have occasionally turned to it as a support for more formal writing assignments. I have seen journals in public schools used for continuing book reports in English classes, for observations upon municipal government in civics classes, and as diaries in social studies classes. Wherever they have been included within the school program, they seem to have pleased teacher and student alike. Taking their own inclinations and their students' pleasure as a guide, the teachers at Maxey have used the journal with a breadth and freedom not found in other schools.

In addition to the two paperbound books from the library that each entering student is allowed to choose for his own, and the paperbound dictionary he is given to keep, he also receives from his English teacher at the beginning of

the school year a spiral notebook. This is identified as his journal, an appropriate name for a notebook intended for daily use by every student. When he is given his journal, the student is told that quantity will be the only criterion in judging his writing. This journal, the student is told, has only one reason for existence: to provide you with a field upon which you can practice your writing. You will be required to write a minimum of two pages each week, and you will be asked each Thursday to turn in your journal to your English teacher who will return it on Friday. Your teacher will read your journal only if you invite him to read it. Under no circumstances, however, will your journal be corrected. It will be assessed for quantity, nothing else.

The quantitative view of writing has as a necessary corollary the permissive handling of journal entries by the teacher. Whether written inside or outside of class, whether legible or barely intelligible, whether a sentence, a paragraph or a page—each entry is another building block in the structure of the student's literacy. If the teacher can bring himself to regard the journal in this way, he will be equally satisfied whether the prose is original or copied from a newspaper, a magazine or a book. And both he and his students will be more than satisfied with work which is evaluated by no one. If this permissiveness in the nature of the entry is closely coupled with an unvarying weekly check on the amount of production, then the formula for success in much of human enterprise—a little license with accompanying obligation—can make the journal an exceptionally useful teaching tool.

Teachers in the program have found that varying the pace of the journal's use by varying its place has been as especially successful teaching stratagem. One teacher alternates weekly periods of using the journal in the classroom for brief writing assignments with having his students write outside of class. He has observed that he gets a good deal of personal writing outside of class, but that the diarist recedes into the background when the students are called upon to write in their journals in class. Furthermore, he has found that he gets surprisingly creative production when he reserves the last ten minutes of the hour rather than the first ten for journal writing.

In the early stages of the program at the Maxey School, a disappointingly small number of boys wrote more than the required minimum of two pages in their journals. We had half expected that the journal would be used by many as a kind of private stamping ground where they could work over their enemies, work out their fears, and work at the habit of writing. We were wrong; now, two years later, we know why. The journal became all we had expected it to be, and more, but instead of taking its anticipated and immediate place as a cause of change the students' attitude, it became rather a result of that change. As language took on a real value, as speed with a dictionary and ability to write for the school newspaper and literary magazine became a means for achieving the esteem of their peers, the average weekly production in the journal increased slowly but surely. A page a day, once highly remarkable, became more usual, and five pages a day became the average output of one young man, who confided in his teacher that he'd written that much in the first fifteen days just to see if the school would really give him another notebook when he filled the first one. It would and did; he filled eight notebooks before he left the school.

Among the many creative uses found for the journal, one of the most interesting is the "good listening device employed by one of the English teachers." The more she spoke with her students, the more she had come to believe that though they appeared to understand what she was saying—and, when asked, would claim that they did—they did not in fact usually understand her spoken directions. With this realization came the inspiration to employ the journal as a dictation workbook in which "listening good" became a challenging pursuit. A few days of this practice every two weeks has become a popular pastime with her students as they concentrate upon reproducing exactly what she is saying. She believes that the interest in her exact words which this exercise fosters carries over into closer attention to her words when interpretation rather than mere transcription is the requirement.

C. Reading

No student is likely to learn to write if he believes that writing is an affliction visited upon defenseless students solely by English teachers; nor is he likely to learn to read unless reading is made a part of his entire curricular environment. Therefore this program requires that all teachers base a significant part of their course content and a portion of their written exercises upon a different kind of textbook, textbooks designed to invite reading. These textbooks are the newspapers, magazines and paperbound books which import the nonschool world into the classroom.

An acceptable text in this program is one which is not an anthology and does not have hard covers, for the hardbound text and the anthology have a number of serious defects in common. To the unsuccessful student both are symbols of a world of scholastic failure, and both to some degree are causes of that failure. No hardbound text was ever thrust into a child's pocket, and no anthology was ever "read" in any meaningful sense of the word by anybody. The student fed a steady diet of highly selected collections is not being encouraged to read so much as he is being trained to survey, to mine, and collect shining nuggets of precious literature. The discrimination developed from reading a typical school anthology is greater than it need be, and the actual quantity and continuity of his reading is less than it should be. The use of such an anthology testifies to a lack of effort or imagination, or both, on the part of the educator, and a surrender of inspiration to convenience. Furthermore, the anthology shares with all other large, hardcover books in the desk-top-and-locker disease which so often afflicts these less portable and digestible texts when they are given to poor and mediocre students. Such books were obviously not made to give companionship to immature students; recognizing this, these students usually give them the minimal attention they think they deserve.

In emphasizing the importance of the softcover, easily portable text, I wish to point out two great advantages of such texts. First, the traditional, limited sense of "text" can and should be expanded to include any appropriate

paperbound book and periodical now being published. Certainly the attention given by educators to what a child is reading has proved, by its exaggerated emphasis upon "quality," damaging in the extreme to how much he reads. Generations of students, nurtured solely on anthologized and authorized classics, have become the parents of new generations who, like themselves, lack the reading habit because the typical school program neither stimulates nor breeds a desire to read in the average student. In teaching all children, but most especially in teaching the environmentally disadvantaged child, attention should be refocused upon the quantity of supervised reading they can accomplish. This argument makes the strongest sort of case for the use of materials which are from the world outside the school and classroom. The greatest possible use should be made of newspapers and magazines in every class in all curricula, and soft-cover books should be preferred to hardbound texts wherever choice is possible.

The second great advantage of softcover, easily portable texts lies in the invitation to possession and casual reading inherent in their very form. In many less fortunate children, the need to possess is unusually strong. Soft-bound books and magazines are an ideal means of satisfying this need, for the full possession of them involves more than mere ownership. The physical possession of books and magazines is the most likely method of encouraging a child to read, especially when the reading materials closely resembles those with which he is at least vaguely familiar outside the classroom.

If paperbacks are a bargain, newspapers are a wholesale delight. The most telling recommendation of the newspaper, repeated in many forms by the English teachers who have taught from it at least three times a week for periods varying from three months to three years, is that it is warmly welcomed by the students who use it. Again and again teachers have said that the newspaper "gives me something to do all the time; I don't have to worry about how I'm going to hold their attention."

The newspaper is no more the complete answer to a teacher's prayer than any other inanimate teaching tool. But it is a superior tool when coupled with the animating force of the teacher's confident use, because it contains within its pages something to engage and reward the interest of every child. Like all novel devices, however, it must be protected from overexposure. The best method we have discovered for this is to alternate its use with the magazine. The average we have striven for in the English classes of the Maxey school is to use newspapers three times a week, and magazines twice. This pattern can be varied, of course. Most important, however, is the recognition that any tool may have its cutting edge made dull through overuse.

A question often asked is, "Is it better to use a local newspaper or one with a nationwide circulation?" Since the purpose of using the newspaper in the classroom is to place before the student materials which are likely to invite him to literacy, a local paper is easily the better choice. The New York Times, for example, may be in every way superior to the local rag dominated by an editor-publisher who may be a moral idiot and a grammar school dropout. Limited though he may be, he nevertheless fills his paper with local news of every description. Because of this, the reluctant reader is very likely to find his product more attractive than any big-city journal, no matter how famous.

The choice between local papers is not so easy, implying as it does a selection likely to create ill will if the school system purchases any considerable volume of papers. In such cases, the use of more than one newspaper can be a boon, since two newspapers offer opportunities for comparative study of everything from style to accuracy. Practical arguments can be cited for using either the morning or the evening paper. The evening paper is useful because of the time it allows for teachers to review it for teaching purposes. The morning paper is equally useful, for the fresher news it contains. Whether published in the morning or evening, however, the newspaper communicates a sense of vitality and immediate excitement equaled by no other public writing of our time. It is just that sense of excitement which has been so sadly missing from the texts of our public schools.

Because the magazine captures the reader's attention in a way quite different from the newspaper, it is an excellent complement to the paper's use in the classroom. Whereas the newspaper does very little to make itself visually attractive, hoping instead that the topicality of its contents will lure the reader, the magazine can afford to stress form and color because of its longer life and the more leisurely reading pace it invites. Magazines have proven extremely successful teaching devices at Maxey. After much trial and some error, teachers have discovered which magazines are most welcome and most useful to their students. Though the list is reasonably exhaustive, it is not exclusive. Other magazines may work as well or better in other circumstances.

One more important matter before listing recommended periodicals—how many magazines and newspapers are enough? After a great deal of experimentation, we have discovered that one set of papers per day for each English teacher is a very workable arrangement. The size of the set should equal the number of students in the English teacher's largest class, plus one for the teacher. In a school with 840 students, for example, all of whom are taking English every day in classes of thirty-five, with teachers handling four classes each, six full time English teachers would be required. Each of these teachers would receive thirty-five papers each morning for her students plus one for herself, a total of 216 papers a day. These papers would be used by the English teacher three times a week in each of her four classes; they would be available to the members of her team for use at all other times. In practice this means that the papers are in use in English classes for about half the teaching periods of the week and may be employed for an equal period of time in all other subjects combined.

Magazines can be ordered on a somewhat similar formula. For each magazine that the school decides to use, the number of copies should equal the number of students in the school's largest homeroom class. This arrangement has worked very well with the exception of a few magazines found to be extraordinarily helpful in teaching unusually slow readers. These are the children's magazines The Golden Magazine, Jack and Jill and The Children's Digest. In spite of the title of Jack and Jill, painfully reminiscent of the world of Dick and Jane, all three magazines are so successful with both teachers and children that we have had to double our purchase of each to satisfy demand.

Highlights for Children and Humpty Dumpty complete the list of publications we have used with younger children. These five magazines serve to introduce twenty-five additional periodicals which fall conveniently into eight categories. The two largest categories are car and scientific magazines, and sports magazines; together with the publications for younger children, they account for almost half the periodicals on our list. Hot Rod and Motor Trend represent a type which attracts some children to reading who might otherwise read nothing at all. I once sat in an English class for "terminal" students where a high school junior (who couldn't read, according to his teacher) was covertly reading a copy of Hot Rod spread on the seat beside him. How do I know he wasn't just looking at the pictures? Because we talked about it, he and I, when the class was over, and I'll swear that this boy who couldn't read had read that particular issue of Hot Rod and plenty of other car magazines as well.

Completing the car and science magazine list are Popular Science, Popular Mechanics and Scientific American. All appeal strongly to our "practical" children, with Popular Mechanics apparently most desired. Next to publications for the younger children and those of a mechanical and scientific nature, the largest single category is that of sports. Field and Stream and Outdoor Life are read, as is Sports Illustrated, by a respectable percentage of our students, but none of the three is as popular as Sport. The explanation seems clear enough. Both the outdoor magazines generally appeal to readers who know something about fields and streams and want to know more. As for Sports Illustrated, it deals, in part at least, with more familiar subjects, but its prose is often too sophisticated and involved for inexperienced readers.

The six smaller categories in our periodicals list are picture, news, digest, teenage, home and prose magazines. The names are used for convenience of grouping; they are not complete descriptions, nor do they always describe discrete groups. Life is a good example. Clearly it is a picture magazine, most valuable for its photographs. But it also reports the news, and belongs partially to that section of the list as well. Look and Ebony complete the list of picture magazines we have used, while Jet, Newsweek and Time comprise the news magazines. In addition to Children's Digest, also listed in another category, Negro Digest, Reader's Digest and Science Digest form the group of monthly summaries, with the last named belonging equally in the company of car and science magazines.

In, 'Teen and Seventeen are the three teenage magazines used with good effect in various public schools which have adopted the experimental program. As for publications aimed directly at the home market, Good Housekeeping and Hairdo have attracted the greatest number of readers in the Reading Rooms which have attempted to relate the program to various Detroit-area communities. Finally, in the omnibus "prose" category, American History Illustrated and the Saturday Evening Post have been most successful.

Magazine distribution throughout the school is the responsibility of a single teacher in the training school who employs the following methods: Teachers are asked to reserve those magazines they know they will want to use on particular days in ensuing weeks. During the week before the reserved magazines are to be used, a list of magazines with unreserved days is circulated throughout

the school. When magazines arrive at the school, they are held out of circulation for one or two days to allow all teachers to become familiar with their contents. At the end of that period, a final list of available magazines is circulated throughout the school.

The formula for minimal usage—at least twice a week in the English and social studies classroom, at least once a week in every other classroom—guarantees a considerable classroom reading of magazines within the program. But no formula can guarantee meaningful usage of materials, no matter how reasonable the formula and how apparently attractive the materials. The success of magazines within the plan of English in Every Classroom is due entirely to the discovery by teachers in every classroom that magazines are good for learning and good for teaching. As with newspapers, magazines are in constant use because students willingly learn from them and teachers can teach from them. No higher recommendation is possible for any textbook.

1. THE SCHOOL LIBRARY

a. A Philosophy of Use

The concept of the school library requires the same sort of basic reconsideration that this program advocates for the teaching of reading and writing. Many observers have remarked the depressing lack of visual appeal and the even more disturbing absence of reading activity in public school libraries. Most depressing of all, however, are the schools so overcrowded that they have no room for a library. The following recommendations are aimed particularly at alleviating these three problems of space, visual appeal and reading activity:

Where change is most badly needed is in the ideas of economy which dictate the selection of books and methods of display. For what reason other than economy of space are books displayed with their spines out? The spine of a book, with its Dewey decimal notations, is no more attractive than any other spine with such markings would be. And yet we expect the partially literate child, who relates to very little through words, to relate to books through words printed on their spines. This is the same child, remember, who we know is attracted to pictures ranging from those in comic books to those on the television screen. Why then do we not make the most of his tastes and predispositions, give up the false economy which puts on the shelves large numbers of unread books, and attract him to books through bright pictures on their covers? Let us replace the typically drab, unread books of our school libraries—libraries full of books with pictureless, unopened covers—with paperbound books that attract children (just as they attract adults) by the bright covers that commercial artists and advertising men have made inviting.

School librarians should take a useful lesson from operators of paperbound bookstores, who have learned to let their merchandise sell itself by arranging their stores so that the customer is surrounded by colorful and highly descriptive paper covers. But what of the expense of purchasing paperbound books to

begin with, and of maintaining a steady supply to replace the easily tattered, broken and lost paperback? What of the expense? Two questions must be asked in return: What is more expensive than the waste of human intellect implied in a library of unread books? And what sort of destruction is more admirable than that of the book tattered and finally broken beyond repair in the hands of eager readers? We have had too little such destruction; the time has come for our school libraries to invite it.

Perhaps nothing more clearly reveals the school librarian's antiquated and insular view of the world than the relatively small use made of paperbound books in school libraries. "Why don't you have more paperbacks in your library?" I have asked the question of several hundred librarians in many sections of this country. In general, where they have not pleaded simple poverty—a plea becoming more and more difficult to defend now that the Federal Government has discovered social action can be influenced through the schools—they have in effect pleaded simple ignorance. There are exceptions to this generalization, but they are few and far between. Public school libraries are disaster areas, and librarians who do not display books attractively must share the blame with teachers who do not make reading pleasurable.

The simple ignorance of so many librarians is best illustrated by the widespread notions that paperbacks are too perishable and that visual appeal is unimportant. Both ideas are dead and should be given the interment their ancient bones deserve. For three years now we have been using paperbacks and nothing but paperbacks at the Maxey School. For 280 boys our library has 2,200 titles and 7,500 volumes including titles in class-size sets available to all the teachers. No group of boys anywhere is more capable of destruction or more willing to destroy. Yet we have failed utterly in what appeared to be one of our simplest testing objectives: To determine the average life expectancy of a paperbound book when that book is circulated repeatedly among hands unaccustomed to giving or receiving gentleness. As far as we can tell, our books seem likely to last forever. Read heavily, handled incessantly, they are proving virtually indestructible—not, mind you, because they can't easily be ripped or destroyed, but because they have become something of value to the boys and are treated accordingly.

So much for the outmoded notion of financial disaster through the destruction of the books. But another bogeyman hides in the dust of unread library books—a kind of high-minded drawing back on the part of school libraries from the successful vending practices of commercial booksellers. How can school libraries refuse to use every means at their disposal to attract their clientele—the students? In this case, the means available are the expensive, graphic covers of the paperbound trade. Any magazine or paperback publisher will tell you how much good covers mean to his sales, and how happy he is to pay well for such covers. Do we dare refuse any advantage available to us in the battle to win children to the world of books? One of the clearest advantages is the cover of the paperbound book—an advantage proved effective in bookstores across the nation.

If reading activity follows visual appeal as effect follows cause, what about space problems of shelving books with free-standing spinners traditionally

used to promote paperback sales in corner drugstores and other places where space is at a premium. The problem of library space has another interesting solution—the combination classroom and library advocated by this program. In order for the library to become an organic part of the English curriculum, it should be available as a classroom to all teachers and should be designated as the meeting place once each week for every English class. Where no better room is available, as is so often the case in the old and seriously overcrowded buildings where the disadvantaged child finds his education, a larger classroom can often be easily adapted to the minimal space requirements of revolving wire racks for paperbound books.

Fundamental to the malaise from which conventional school libraries suffer is the universal assumption that students will use them because they are there. Were this assumption applied to other human activities, ranging from toilet-training to the use of tools, only catastrophe would result. Regarding the library as something less than an irresistible attraction to students is a very useful first step in revitalizing it. Implicit in this approach is an objective review of its lending procedures. Instead of placing the responsibility for first (and, too often, last) acquaintance upon the student and/or the teacher, the responsibility should be put where it rightfully belongs—upon the books themselves. Give each child a paperbound book or two to begin his school year. Let him understand that he may have any other paperbound book in the library by the simple expedient of trading a book he has for a book he wants. Then schedule him twice each week for the opportunity of book borrowing, and if our experience at Maxey has been any guide—stand back and enjoy the sight of children reading.

b. Selecting the Books

Just what selection procedures create the best paperback library? The youngest boy at B.T.S. is twelve, the oldest eighteen; the average boy reads as well as a fourth-grader, and most are in junior high before they come to the Maxey School. Almost all have lived materially disadvantaged lives; almost all have come from culturally impoverished worlds. At the age of twelve they know more about physical man—from sex of some kinds to violence of all kinds—than any child should and most adults ever will. At the age of eighteen they know less about the world outside the neighborhoods in which they have lived (all alike; moving often is easier than paying the rent) than middle-class children half their age. Everybody knows about them. But who knows them? And who knows what kind of books they might read?

Haunted by the specter of our own ignorance, we took refuge in a copy of the 1964 Paperbound Books in Print. We tore the title list into six equal sections, one section for each English teacher. In his section, each teacher placed a check beside each book he thought the boys would like to read, and two checks beside each book he thought the boys would like to read and he would like to teach. Then he exchanged sections with another teacher and, using crosses instead of checks, did the same with the second section he received. Next, each

teacher found a section he hadn't read and no third reader had marked; this section he marked with small circles in the same way. Finally, each teacher took the last section in his possession, made a list of the books with three kinds of marks beside them, and a list of the ones that had at least one of those marks twice. When the last step had been performed, we had our library list. In addition, we had a list of books the teachers would like to have in class-size sets for teaching purposes.

Those of us who participated in selecting the original 1,200 titles for the Maxey paperback library will never again have to be reminded of how little we know about the students we teach. None of us will forget the untouched 700 titles that decorated our gleaming drugstore spinners while the boys read and reread the 500 they liked. My private prediction for our list was that some 200 books might go unread, largely because they seemed to me to be either too difficult or too passive for a sixteen-year-old boy with a ninety I.Q. who reads at a fourth grade level. But I had no doubt whatever that the remaining thousand were books the boys would read if we could display them attractively within an effective language program. I could hardly have been more mistaken. Not only was I one hundred percent wrong in my estimate of the number of successful books on our list, but seventy-five of the books I had thought would be ignored proved to be popular with the boys. The 500 winners of our book derby are included in the Reading List at the end of this section of this report.

The schools in which these books have been used, in addition to Maxey, now include training schools and juvenile homes in states as various as Michigan, Massachusetts, California, Illinois and New York, and public and private schools in many very large cities and a few very small towns. The 500 paperback titles that originally proved to be such effective inducements to reading for the boys at B.T.S. have been expanded to 1,000, as the somewhat differing demands of girls and public high school students have been taken into account. Each of the books has undergone the most rigorous testing to which we could expose it—continuous scrutiny by students who have full freedom of selection or rejection. Our highly eclectic list represents a winnowing of perhaps five times the number of titles it presently contains. It also represents books so attractive to young people that the average boy at Maxey who arrives with a reading rate of no books per lifetime, is reading one library book every two days by the time he leaves. And that average includes all the boys—those who still never read anything as well as those who devour a book a day. However, it does not include the large number of paperbound books used as texts, or the immense number of newspapers and magazines devoured by newly awakened appetites.

c. The Book List: an Analysis

Though our thousand paperbacks are far more interesting to read than to analyze, analysis does teach some valuable lessons to those responsible for stocking reading rooms and libraries.

Nearly two-fifths of our list is given over to action stories of four different, though closely related, kinds. Of that 40 percent, about 25 percent

is divided evenly between science fiction and more earthly adventure. The remaining 15 percent is split between spy and detective stories, and war books of every description. Of these four categories, science fiction has had the most interesting history over a period of three years in the Maxey School. Two years ago I reported in *Hooked on Books* that we had watched a self-selection procedure at work in the science fiction books:

Paperbacks of science fiction are generally the best-written books in the library [at Maxey]. S.F. got quite a play when our library first opened, with authors like Isaac Asimov, Ray Bradbury, Robert Heinlein, and André Norton, and editors such as J.W. Campbell and Groff Conklin having their stories and collections often read. But the best S.F. is a kind of intellectual ballet, and our boys dance the monkey, the jerk, and the frug. As Asimov, Bradbury, and Heinlein declined, Norton's star rose. Specializing as she does in simple action rather than complex imagination, Norton's adventures were read while far better writers languished. Today, S.F. is the least read of the major categories in our library.

Now, two years later, a very different report must be made. Of 125 titles describable as science fiction, approximately 100 are divided into two almost equal parts, one part the work of eleven rather highly regarded practitioners of the craft, and the other part (approximately fifty titles) produced by just two indefatigable writers. The group of eleven ranges through such modern masters as Asimov, Bradbury, Heinlein, Sturgeon and Leinster to Pohl, Simak, Knight and Leiber, back to nineteenth-century romantics like Jules Verne and H.G. Wells. The two most prolific S.F. authors, whose output nearly equals that of the other eleven, are Edgar Rice Burroughs and André Norton.

Who that knew them will ever forget Tarzan of the Apes or Beasts of Tarzan? But who remembers that Tarzan's creator was as comfortable on Mars and Venus as he was in the jungles of Africa? It comes as something of a surprise to discover that Burroughs devoted as many of his fifty-odd books to other worlds as he did to this one. Together, he and Miss Norton provide almost half a hundred titles for readers of science fiction in the rough. Their books are no less read in 1967 than they were in 1965. Rather, the change has come in the increasing number of readers attracted to the more polished S.F. novels, such as Asimov's *Currents of Space*, Bradbury's *Martian Chronicles* and *Illustrated Man*, and Heinlein's *Green Hills of Earth*. Are the boys learning the pas de deux? Not exactly. But they are learning to appreciate its performance.

Increased attention to more sophisticated science fiction writers by readers who formerly ignored them, is evidence confirming other phenomena which have been recorded during the course of our experiment. For example, Mrs. Ruby Gillis, reading coordinator at Northwestern High School in Detroit, reported a marked increase in the use of the regular library after the school's reading room, a separate installation, had been open for six months. No accompanying decrease in the use of the reading room was observed. Mrs. Daisy Saffell, librarian at Garnet-Patterson Junior High School in Washington, D.C., reported "a 100 percent

increase" in the demand for conventionally bound books six months after paper-bounds in great number had been installed in the library. And Mrs. Janet Saxe librarian at Maxey, discovered that the shape of her collection and the reading habits of her students were undergoing significant changes:

Boys who had confined themselves to cartoon books were now adventuring into other and more demanding areas. Boys who had once been entirely satisfied with the vicarious violence of Mike Hammer and James Bond were now turning toward social action and self-improvement books. As a result of their developing interests, the Maxey book collection underwent radical alteration. First of all, it changed in breadth as explanatory texts like How and Why Wonder Books, which we had once been so sure would languish on the tables and shelves, led the way in the rise of serious paperbounds, a phrase heard from students in our experimental schools with increasing frequency. Mrs. Saxe says now that our next list of best-liked books, if expanded again by 500 titles, will include a remarkable proportion of books generally conceded to be of a "substantial" nature. She points out that such an expansion of scope grows directly from the clearly stated desires of many boys who have learned to like to read.

Accompanying the change in breadth in Maxey's library collection has been an increase in the number of books needed in various categories. Though the school's population has not yet expanded significantly in the past year, its demands for certain kinds of books have suddenly exceeded the library's capacity to satisfy them. In three loose categories—nature and animal books; history, biography and autobiography; poetry to a limited extent, and, music—the assortment has remained more or less stable. But we have had to increase the number of copies of each title as the boys discover that adventure, like Cassius Clay, may be the greatest, but constant adventure, like continuous braggadocio, is more than either boy or boxing buff can bear.

One of the most interesting observations about our book collections was made originally by the first librarian at Maxey, confirmed by the second, and since reinforced by librarians and teachers at various schools: an inverse relationship exists between size and usage of our six largest categories of books. In descending order of size these categories are science fiction; adventure; spy and detective; war; self-improvement; explanatory and facts-of-life, and social action. Though small in number, the books in the last two categories bulk large in their attraction for boys (and girls) who, not only want to know how it is, but want things—including themselves—to be a whole lot better than they are.

Sometimes, however, wanting a thing and getting it can be frustrated by the ancient problem of "face." Who can look tough with a book by Ann Landers sticking out of his hip pocket? One young man solved the problem to his own satisfaction by informing the librarian, as he borrowed Ann Landers Talks to Teenagers About Sex, that he was only bothering with it "because this here guy axed me to get it for him."

The same guy who axed him to get Ann Landers would also be likely to axe him to return for Ralph and Shirley Benner's Sex and the Teenager; Maxine Davis' two books, Sex and the Adolescent and Sexual Responsibility in Marriage; or Evelyn Duvall's pair on The Art of Dating and Facts of Life and Love for Teenagers.

If that weren't enough, and it wouldn't be, he would return (with a different story) for Winston Ehrmann's Premarital Dating Behavior, Havelock Ellis On Life and Sex, Aron Krich's Facts of Love and Marriage for Young People, and Rhoda Lorand's Love, Sex and the Teenager. Being sensitive to our students' tastes, we have begun to get the impression that implications of sex in a title will guarantee the popularity of any book.

While it is true that nothing succeeds with our students like sex, the subcategories of explanatory and self-improvement books also attract considerable attention. We have books on drinking, smoking, driving, studying, reading, spelling and job-getting. We have other books on glamor and personality, popularity, dancing, doing your hair, choosing your clothes and surviving adolescence. There are books that tell you how to care for your parents, your children and yourself in a variety of circumstances including pregnancy, birth and military service. You get to choose the book that fits your needs. The librarian of one of our participating public schools promised herself to have a talk with one young man who took Jack Raymond's Your Military Obligations and Opportunities at the same time that he borrowed Alan Guttmacher's Pregnancy and Birth.

Though we were all believers in the power and importance of sex and self-interest before we began our research, we were surprised at the interest in self-improvement among the boys at Maxey. Who among us would have bet on Wilfred Funk and Norman Lewis' 30 days to a More Powerful Vocabulary or Ruth Gleeson and James Colvin's Words Most Often Misspelled and Mispronounced as best sellers in any school? Why should Adrian Paradis' From High School to a Job get almost as much action as certain lesser war, spy and detective novels? Actually, any mystery lies only in the eye of the beholder. No teacher or librarian or administrator who has participated in a program like English in Every Classroom can have reason to doubt that, given half a chance, the adolescent is more than likely to choose a balanced reading diet.

The smallest of the six major categories in our list of a thousand popular titles is the social action group. Containing approximately sixty titles, this section of our reading list is only half as large as the science fiction or adventure collections. Amazingly, however, as a group, it gets the most use—furthermore it includes the most widely read title—John Howard Griffin's Black Like Me. Although composed almost entirely of books by or about Negroes, the social action category attracts readers without regard to their color. We have tried to note a difference, but none is observable so far. White and Negro children alike are attracted by the intense reality of books by Richard Wright, James Baldwin, Louis Lomax, Chester Himes, Dick Gregory, Warren Miller and Martin Luther King.

The foregoing seven authors have all contributed more than one book to our list. A fairly common reaction of students who suddenly discover the novels of Baldwin, for example, is to read them all and then to read all the books by the other six authors in this category. That's twenty-two books, and that's a lot of reading for anybody, especially illiterates.

With the single exception of the James Bond adventures, our most heavily used action books are the war stories, which comprise about eighty titles. Certainly the war in Vietnam has done nothing to depress the market, but the

boys' interest in such stories seems to be deeper and more generalized than that generated by the history of any particular war. A boy who begins with Commander Beach's *Run Silent, Run Deep* is likely to go on to Beach's *Submarine* and Frank Bonham's *War Beneath the Sea*. If he likes *War Beneath the Sea*, he may pause for Bonham's *Burma Rifles*. Such quasi-sequential reading is encouraged by grouping all books that might cater to the same taste on the one display rack. Thus Patrick Reid's *Escape from Colditz* usually takes the interested reader to Eric Williams' excellent *The Tunnel Escape*, which in turn may lead to Paul Brickhill's *The Great Escape* and *Escape or Die*. In the same way, one book by Quentin Reynolds is likely to lead to another, as do the various war and combat books edited by Don Congdon.

The students who created this list of a thousand titles by the simplest and most direct procedure—reading the books—have demonstrated again and again that powerful ideas and swinging action can attract them even without the clothing of contemporary language. The language of some of the social action books is as awkward as a ghosted sports autobiography; the language of some of the adventure books, antiquated in its own time, is anachronistic in ours. But the readers plow on, making little distinction between such varied story tellers from other eras as Sax Rohmer, Jack London, Rudyard Kipling, Herman Melville, Mark Twain and James Fenimore Cooper, and an equally varied contemporary group, including Charles Nordhoff and James Norman Hall, Ernest Gann, John Hersey, Patrick O'Connor, James Michener and Robert Ruark.

Not far behind the Bond adventures and the war stories in frequency of usage are the two categories, humor and suspense-and-horror. Though it is often difficult to be perfectly clear about categories (is Rod Serling's *Triple W: Witches, Warlocks, and Werewolves*, horrible, funny, or horribly funny?) such questions do not seem to disturb our readers. The forty titles in our collection that lend themselves to a suspense-and-horror classification are all popular. In the forefront of this group are modern editors such as Serling and Boris Karloff, joining Mary Shelley and Bram Stoker, authors respectively of the classic *Frankenstein* and *Dracula*. But even Serling, with the advantage of *Twilight Zone*'s great television popularity is no more read than the long-time king of the crepuscular, Alfred Hitchcock. Maybe it's his titles that grab the kids—*Stories My Mother Never Told Me*, *More Stories My Mother Never Told Me*, *Hangman's Dozen*, *Noose Report*. Whatever the explanation, Hitchcock gets a lot of action.

Charles Addams is the perfect bridge between the two categories, humor and suspense-and-horror. Everybody has a favorite Addams title; mine is the wonderful double pun of *Addams and Evil*. Equally attractive to some of our readers are *Drawn and Quartered*, *Homebodies*, *Monster Rally* and *Nightcrawlers*. As with Serling, and Hitchcock to a lesser degree, Addams' currency is in part attributable to the teacher's friend, television. The *Addams Family* does send young readers (and perhaps older ones as well) back to the cartoons from which its characters are taken.

Cartoon books are an indispensable part of our library because they provide a temporary haven and refuge for students who doubt their ability to read. We have observed that many boys at Maxey, a community in which books have value and confer status, try to give themselves the protective coloration of being readers by picking up a cartoon book. More often than not, they're first hooked

on the antics of Peanuts and Dennis the Menace and then hooked on the pleasures of reading. Is reading Dennis the Menace cartoons really reading? It is if you think it is. You may be looking mostly at pictures, but if Dennis and Charlie Brown can conspire to convince you that you're a reader just like everyone else, then you become a likely fish to swallow the bait of language when the line is attractively dangled. Experts may carp and the metaphor may flounder, but the child does neither. He reads.

Having canvassed the four action categories of science fiction, adventure, spy and detective, and war books; having examined the immensely popular self-improvement grouping and the social action books; having spoken of the successful groups of humor and suspense-and-horror books—let me strike a balance by identifying the weakest sections of our list. One of the most interesting bits of information we have gleaned is the relative unpopularity of fictional sports stories and Westerns, which together comprise about eighty titles in our collection. Our boys are far more interested in the stories of Mickey Mantle or Cassius Clay than they are in the accomplishments of the greatest imaginary hero, and their lack of interest in Westerns would turn Zane grey.

The one category of books which finds me acting purely as a reporter rather than as a participant contains more than sixty well-read titles. Since we didn't want to push our luck by promoting girls' books in a boys' school—though for a while we believed we could get them to read anything just by making it available within our program—we came to the Garnet-Patterson Junior High School in Washington and to the Northwestern High School in Detroit with a great hole in our reading list. Girls, teachers and librarians told us what was missing and proceeded to select the titles to fill the need.

Of the resulting sixty-odd titles that have survived the test with our girl readers, 80 percent were written by eleven authors. Not surprisingly, all are women. Eva Bennett, Sally Benson, Betty Cavanna, Hila Colman, Margaret Craig, Rosamond du Jardin, Anne Emery, Janet Lambert, Suzanne Roberts, Mary Stolz, Phillis Whitney—all have contributed more than one book to our list. Though the books tend to run to titles like Diane's New Love, Julie Builds Her Castle, First Love, True Love and Just Jennifer, titles guaranteed to make any self-respecting male delinquent feel queasy, they are certainly read by a great many young girls. Which is why they sweeten our list.

So much sweetness can use an antidote, such as Fred Horsley's Hot Rod Handbook. Horsley brings us to a type of book limited in number—barely a double dozen in our collection—but virtually unlimited in attraction. In B.T.S. language, it's the hogbook. Undisputed king of the hogs is Henry Gregor Felsen with his Hot Rod, Street Rod, Crash Club and Road Rocket. William Campbell Gault hits on all eight with Drag Strip, Speedway Challenge and Thunder Road, as does Philip Harkins in The Day of the Drag Race and Argentine Road Race. R. W. Campbell employs the magic formula, combining hogs and girls in his Drag Doll. Evan Jones edits the popular High Gear, a collection of stories by authors like Steinbeck, Thurber, Mauldin and Saroyan who write about fast cars and their drivers. Robert Bowen and Carl Rathjen capitalize on the drawing power of their titles with Hot Rod Angels and Wild Wheels. Patrick O'Connor captures readers with his Black Tiger at Indianapolis and Mexican Road Race. Sterling Moss and

Rodger Ward, two of the great racing drivers of all time, collaborate with Ken Purdy and Brock Yates, respectively, in *All But My Life* and Rodger Ward's *Guide to Good Driving*.

Hogbooks complete the dozen categories which consistently attract the greatest number of readers to our paperback library. A survey of all the books reveals that both their average and their mean retail price is fifty cents, with no book priced higher than ninety-five cents, our arbitrary cutoff point. Furthermore, only 3 percent cost more than seventy-five cents and only 12 percent cost more than sixty cents. The customary school discount actually reduces the cost of the average book on our reading list to about forty cents, a price which undoubtedly represents the biggest educational bargain since the invention of the underpaid teacher.

D. Guide for Teachers of Subjects Other Than English

This program for teaching reading and writing depends partially upon you, the instructor whose professional responsibility lies outside the area customarily defined as "English." Making an English program in any degree dependent upon teachers of other subjects may at first seem unusual and unlikely to succeed. After all, what do you know about teaching English? But a second look demonstrates that while the program is unusual in its dependence upon teachers of other subjects, it is nevertheless likely to succeed for at least two very good reasons: all teachers care enough about their own students and about their own subjects to recognize the potential benefits to both of willingness and competence in English throughout the student body.

We are all familiar with the complaint that teaching partially literate children anything is doubly difficult because they can neither sufficiently understand oral directions nor adequately interpret written instructions. Though the complaint is often heard, it has never been directly answered. Instead, it has been referred again and again to the English teacher, the one person with the least chance of finding the answer precisely because he is the English teacher, the instructor in the one classroom in which the partially literate child has always experienced his worst failures. On the other hand, with whole-hearted help from his colleagues, the English teacher may well be able to help the nonliterate child. Working by himself, he has amply demonstrated that he cannot do enough. The purpose of this plan, therefore, is to help the English teacher to help the student. In so doing, every teacher will be helping each child to become a better student in each teacher's own subject area.

The basic assumption upon which this program is built is that the nonliterate child is in desperate need for some language competence. The child who cannot understand oral and written directions becomes the adult who cannot hold any job above the level of the simplest manual labor or household drudgery; in a technocracy characterized by decreasing individual labor, such jobs become more and more difficult to find. Furthermore, and equally important, since partially

literate children cannot depend upon a language they cannot use, they must depend upon other means of expression—force, for example—which they are sure they can use. Perhaps if we can give them language, they will give up some of the wordless violence which they use as a megaphone to communicate with a world which they cannot reach in any other way.

Too much emphasis cannot be placed upon the claim that making all instructors in the school teachers of English will be profitable to all subjects in the curriculum. What subject, after all, does not depend upon language for teaching and for learning? In what subject would both teacher and student not be greatly helped if they could understand each other's conversation and if the student could be relied upon to comprehend written directions? The answer of course is that no subject is independent of language; the obvious conclusion, therefore, is that all subjects should teach what all depend upon for their existence.

The present role of the teacher in subject areas other than English is clear, for the minimal demands of the program are remarkably simple. By contrast, its maximal possibilities are unknown and lie entirely in the individual teacher's hands. This approach to teaching and learning is hampered by no absolute precedents, no irrevocable traditions and no unchallengeable methods. On the other hand, the flexible methods it advocates are easily encompassed in the following summary:

1. READING

a. Use of Popular Magazines and Newspapers

Part of the program to create a new learning environment for partially literate children is the use of reading materials more or less familiar to them as part of the nonschool world in which learning—especially language learning—was never forced upon them. Since popular magazines and newspapers are not part of the school world that such children often view with hostility, such materials greatly recommend themselves for use in this approach.

In addition to the appeal of novelty which such texts possess, they have another and more important justification: they are easy to handle and easy to read. Each teacher should plan part of his teaching program around newspapers and magazines; they contain matter relevant to every course in the curriculum.

b. Use of Paperbound Books

Part of the effort of English teachers to make reading more enjoyable for their students should be very extensive use of paperbound books in their teaching procedures. Since other courses may not be primarily reading courses, other teachers cannot be expected to use these books in the same manner. Instead, the program asks that all other teachers carefully research the materials in their disciplines in the effort to discover and use any paperbound books and magazines having special application to their subject area. Paperback books

should be available throughout the school.

The library created as a result of and as an aid to this program is modeled upon a paperbound bookstore. It is designed to make a wide selection of easily handled, attractively covered books available to the student on a barter basis. If these are books that the students read with pleasure, then they become a vehicle to promote learning with an ease seldom found through the use of other texts. Recognizing this, teachers in subject areas other than English should thoroughly explore possibilities of using the library and of suggesting additions to its collection which will benefit their own teaching.

c. Use of Written Directions

The third aspect of this reading program in classrooms other than English urges careful use of written directives. People very often learn to read when they have to. Or to put it another way, when reading seems necessary to survival, then it becomes a process to master rather than an intrusion to resist. Few students ever really cared whether Jack went up the hill or Jill fell down, but all of them want to accomplish something someone will praise, even if that someone is a teacher. If the road to accomplishment is paved with written directions, that road should be made neither too long nor too difficult, so that a student may find pleasure in traveling it.

2. WRITING

a. Scheduled Writing in the Classroom

Just as no one ever learned to read except by reading, certainly no one ever learned to write except by writing. Making the act of writing a normal, inescapable part of the child's school environment is one of the chief aims of this plan. One thing we are certain of: the average public school student has always identified writing as a part of "English" and, because the English class was the only one in which writing played any noticeable role, more easily avoidable. Changing this attitude is crucial to increasing the child's ability to write.

Making the act of writing a standard part of every classroom assumes that each teacher will follow a uniform plan. In this case, the plan requires that every teacher in every humanities and sciences classroom collect five in-class writing assignments from each student every two weeks. This plan neither prescribes nor is vitally concerned with the length or content of these papers. It assumes that the repetitive act of writing is the only essential element, and prefers to count papers rather than words. It also realizes, however, that the process of making writing an unavoidable part of classes in which writing has been unimportant before may at first be difficult for teachers newly involved. Therefore, the plan is based upon small groups of instructors centered about an English teacher whose responsibility will be to make the new program as easy as possible for the teachers in his group and as profitable as possible for the students.

In addition to acting as a consultant to his colleagues, the English teacher will also handle one of the five sets of papers received biweekly by each teacher in his group. The remaining sets of papers should be handled by the subject instructor himself. One should be read for content; the other should be filed unread in the student's folder. This latter procedure, unusual in any system of education, is based upon the analogy of exercise: just as the music teacher does not listen to all the exercises practiced by the music student, so should the writing teacher not read all the exercises of his students. This method allows the student to get the practice he needs without overburdening the teacher.

b. Unscheduled Writing in the Classroom

Writing practice of this sort should be a natural outgrowth of learning procedures within the classroom and a natural complement to planned written exercises. Implementation will require improvisation on the part of the teacher. When a student requires a new tool, or asks a complex question, the teacher's reaction should be to ask for the request or the question in writing, just as the child's superior may do in the world of daily employment outside of and beyond public school.

For teachers of industrial arts, home economics, music, and art, student writing is very much less a natural part of the teaching method than it is in some of the other subjects in the curriculum. This new program in English will find a different place in each of these classes. To begin with, it merely asks tolerant support of an effort that touches each of us as teachers—an effort to bring language competence to children who need it as badly as they need good food and steady affection.

E. The English Classroom

Imagine the scene: eleven delinquent boys sitting in an English classroom, each reading intently in his own copy of the same paperbound book. Goldfinger? Black Like Me? West Side Story? What else could generate such attention from a group like that? A dictionary.

Breast, whore, lesbian, prostitute, vagina, copulation, intercourse, etc., etc., etc.—the boys find them all. The dictionary is any fifty-cent paperbound lexicon. After a few days of use it opens automatically to a page with one of the "good" words on it. But whatever its original attraction, the dictionary has rivaled the success of the journal in the English program at Maxey and has been transplanted with equal vigor into the public schools participating in this program. The unavoidable conclusion is that children like dictionaries when dictionaries are part of a program designed to make language pleasurable as well as useful.

When a student first enters the Maxey School, he is given, among other things, a paperbound dictionary. He is told that the dictionary is his,

that it won't be collected or replaced by the school, and that he can carry it with him or he can leave it in his room or anywhere else he chooses. If he chooses to carry his dictionary with him, he will be able to use it in class—any class. If he does not have his own dictionary available, he will find a set of paperbound dictionaries in every one of his classrooms. These sets range in number from class size in English and social studies classes to smaller number in classrooms where the dictionary is less crucial to the subject. They are, according to the teachers, in constant voluntary use.

Our expectation at the training school had been that the dictionaries, if successful, would be transported constantly back and forth between the school and the boys' rooms. As a result, paperbound dictionaries were ordered for each student's personal use, but only one or two desk dictionaries were ordered for each classroom. Our mistake was quickly apparent: The boys wanted to use their dictionaries but they also wanted to keep them as part of their permanent possession safe in their own rooms. Experimentally and tentatively, we obtained paperbound dictionaries in class-size sets for each English teacher. Almost immediately we began to hear from teachers of other subjects. Why were they left out? The dictionary was as useful to them as it was to the English teacher. How about sets for their rooms? Happily, we purchased more books; now, all over the school, dictionaries are in use. Teachers of all subjects have discovered that an interest in words often becomes an interest in the ideas the words convey.

"The English Classroom" is the title of a late section in this part of the report because one of the primary concerns of the program called English in Every Classroom is to place the teaching of English in a context within which it can succeed. The reason for this preoccupation is the conviction that English is unique in its dependence upon other subjects for depth and reinforcement. An English class which does not draw some of its materials from other subjects, and which cannot make its influence felt in those subjects, might as well be in a class in Latin as in English. Given the proper surroundings—seeing a reflection of itself in all courses, even as it reflects them—the English class can be the meaningful focus of the student's education. Placed in a context where reading and writing are as necessary and inevitable as nourishment and sleep, the student, the course and the instructor will thrive together.

Of first importance must be an appropriate definition of the general purpose of the English class. Once again, this purpose must not be defined in the usual impersonal and exalted professional terms; it must not be defined in the customary platitudes about improving the moral nature and verbal performance of the child through exposing him to the good and the great in literature. Instead, it must be expressed against the restrictive reality of the child's previous experience. Surely the ultimate goal of the English teacher must be the making of humanists who are competent readers and writers; furthermore, this training must include competence in grammar and spelling. But, just as surely, the English classroom should be the place in which a learning experience of far greater importance than instruction in the mechanics of language takes place. To the means of effecting that end, the following recommendations are made as to the philosophy and conduct of the English class:

1. THAT THE APPROACH TO LITERATURE BE SOCIAL RATHER THAN LITERARY

This recommendation is based upon a pedagogical philosophy which finds "He give me the Buk" a more desirable statement than "He gave me the book," if the former reflects a pleasure in its utterance which the latter does not. Best of all, of course, would be the coupling of the real accuracy of the one with the imagined enthusiasm of the other. But there can be little question as to precedence: pleasure and enthusiasm must be the first (and at times the only) goal of the English teacher. Literature chosen for the English class should be selected by the prime criteria of immediate interest and particular relevance to the students' situation. The important question to be asked is "What will they read?" and not "What should they read?" If teachers of English view themselves first as purveyors of pleasure rather than as instructors in skill, they may find that skill will also flourish where pleasure has been cultivated.

One result of teaching English from a social rather than a literary point of view is that the English class will combine language training and social studies. This view of teaching literature makes the English-social studies "core" curriculum one of the most reasonable of modern educational structures. It is based upon the realization that all effective literature is related to life in the same way that a portrait is related to its subject. If the living model is caught and accurately interpreted at a vital moment, whether in painting or literature, it will be accepted because of its informing relationship to life. Such a reaction is the pleasurable first step that leads toward further study and understanding. Thus, reading materials selected for their actual and potential relevance to the student's own experience are likely to be doubly valuable: first for the absorbing interest in self which they exploit, an interest bound to promote a greater desire to read; and then for an understanding and acceptance of the social norm, an attitude which it is any school's chief business to promote.

A further implication of a combined English-social studies class is reliance upon a daily newspaper as one of the chief texts of the course. The newspaper is in many ways an ideal text for the English class; its format, style and content all qualify it as an excellent vehicle for teaching reading and writing with special attention to the social point of view. The sense of informality and immediacy which the very presence of the newspaper conveys, a sense so useful, yet so difficult to achieve in many other kinds of literature, is also communicated in many magazines and softbound, pocket-size books. Each of these three types of literature provides readily available materials designed to engage the interest of the most reluctant reader; each therefore commends itself for considerable and continuing use in the English class.

2. THAT THE ENGLISH TEACHER BE ENCOURAGED TO SELECT AND TO CREATE HIS OWN READING MATERIALS WITHIN THE LIMITS OF TYPE AND FORMAT PRESCRIBED BY THIS PROGRAM

One of the most common and most serious flaws in most programs for poor

readers is the relationship between the teacher and the material he uses to engage his students in the reading process. If the instructor does not take pleasure in the texts he uses, what then is the likelihood of pleasurable response from the pupil? The answer is not only obvious in the abstract, but all too obvious as well in schools I have visited, where texts were apparently chosen with neither the individual teacher nor the poor reader in mind. With these observations as a guide, I have refrained from prescribing specific classroom materials and have limited my specific suggestions to matters of type, format and style. I do not believe that desirable results will be obtained unless English teachers are offered a freedom of selection of materials which allows them to consider both the students' needs and their own inclinations.

This recommendation also speaks of "creation" by the English teacher of his own reading materials. Stories, plays and essays written by the teacher who knows what his students' vocabularies really are, rather than what they should be; who knows particular facts rather than patent generalizations about their background, environment and aspirations; who knows, in short, his students as individuals rather than types—such reading materials can be of unequalled value in involving students in the process of reading and writing. In response to the objection that few people, even teachers of writing, are effective creative writers, the answer must be made that anyone who can tell a child a bedtime story, or recount a narrative he has read in a newspaper, book or magazine, can create stories, plays and essays appropriate as teaching devices. Any teacher who has not written such materials before is likely to be very pleasantly surprised at the ease with which he can create them and the readiness with which they are accepted by his students. In cases where teachers feel unequal to the demands of such a task, they may find their initial feelings of inadequacy dispelled by undertaking a writing project in cooperation with another instructor.

3. THAT THE TEACHING OF LANGUAGE SKILLS BE ACCOMPLISHED THROUGH ORGANIC RATHER THAN MECHANICAL OR DESCRIPTIVE MEANS

This recommendation is meant to alter a great variety of common practices in the English classroom ranging from spelling lists to workbooks of all kinds and schemes for analyzing sentence structures. What is wrong with one is wrong with all: they represent language as being rather than doing. In that sense they are mechanical rather than organic and they are self-defeating. They are always inefficient to some significant degree, but their inefficiency increases as the "academic" orientation of their student users decreases. This conclusion becomes inevitable when one considers the down-to-earth practicality of the mind either unaccustomed or unable to abstract and transfer information. For such a mind, a real pleasure may be found in working up lists of properly spelled words. But, unlike the pleasure of recognition in reading, which is likely to promote further reading and understanding, the pleasure which a student takes in a well-executed word list does not necessarily mean that he can spell those same words correctly in sentences or even use them comfortably in written discourse. The student who can spell words in lists, but who can neither use them

nor spell them correctly in sentences, is a familiar phenomenon in all classrooms. If a list is used at all it should be a list of sentences—a list of words doing rather than merely being, whose "carryover" is guaranteed if only in a single instance for each word. Such a list would be an example of the organic method of teaching language skills which this program advocates.

A consistent employment of this philosophy would bring the workbook under serious scrutiny. To begin with, there is the question of whether most workbooks are in fact cumulative. Do succeeding lessons really depend upon and build upon those which precede them? Or are the skills which the workbooks teach as fragmented as the workbooks themselves? These are unproved accusations, however, reflecting suspicion rather than hard evidence. What is not mere suspicion is the generic flaw of the workbook: it is viewed by teacher and pupil alike as a world unto itself, a repository of exercises which develop skills useful only for filling workbooks. Little evidence can be found to support the argument that the workbook participates in any meaningful relationship with the world in which language performs tasks more demanding than its own arrangement. Generations of students have exercised upon them and come away in the flabbiest sort of verbal condition. Therefore this program recommends that the English curriculum replace the workbook with exercises devised by the classroom teacher, exercises which are free of the book-grouping that suggests they have a life of their own and which actually strengthens particular weaknesses.

Schemes for analyzing sentence structures are subject to many of the same criticisms which question the usefulness of the workbook. Most damaging perhaps is the simple question of their relevance. What do they tend to generate? Do they create understanding, or do they in fact merely re-create themselves? Does exercise of the schematic intelligence produce verbal understanding? We have all had students who take great pleasure in their ability to diagram a sentence, just as others enjoy making lists of spelling words. But even as a list of words in sentences breaks down one more mechanical barrier between learning and meaning, so does a sentence analyzed in sentences add organic dimension to a previously mechanical diagram. The making of a sentence diagram is evidence of little more than the student's ability to learn and the teacher's ability to teach the practice of diagraming sentences. The writing of even a one-sentence analysis is altogether more convincing evidence of the student's understanding of sentence structure.

A further illustration of the difference between an organic and a mechanical philosophy of teaching in the English classroom is the interesting example of the class-written story or play. In the usual curriculum these exercises are remarkable only for their absence. Stories and plays are of course employed with great frequency; but since they are the creation of others, they are far more likely to inspire the reluctant reader and writer to an interest in content rather than in form. That this interest in content is desirable, especially in an English class which emphasizes social studies, is undeniable; but that it need be at the expense of an interest in form is not so clear. If the student has a "practical" rather than an abstract mind, give him the first-hand experience he needs in order to learn. Occasionally let the words be his own. Let him witness words doing as he uses them to create a story or a play. Let him

have the always pleasing experience of creating an art form, whether artful or not. Any reservations on the instructor's part as to the capacity of his students for such a performance are likely to disappear in the face of their enthusiasm. The group nature of the undertaking is usually effective in quieting individual fears; so much so, that students who would ordinarily never consider creative expression on their own are sometimes influenced to try a piece of writing themselves. And, most important, many members of the group discover what a sentence is by making one, and thus discovering what it does.

F. Postscript: "My Evaluation"

I think i have learn a great many more thing here which i will need on the outside to better my self. When i first come seven months ago i could have died from bore, because it was a boring thing to come every day and don't do one thing. But now i believe that this place can be a wonderful place to get boys who have drop out of school back on the track. See when a boy haven't been to school in a long time like i have it is very hard on him anyway to adjust to this program because this whole program is based on school. But after awhile you start thinking about what will i do. Or where will i work when i get out. And it all adds up and you finds out that you will need an education. An education now adays is needed very badly and without one, you are lost.

Well i have found myself and i really believe that i am going to make good of my self. I have also learned how to communicate with others and i find that this will be very importante, and also i know how to make my own decision and i will be doing that the rest of my life. I only hope that the decisions i make from now on will be the right ones and yet ill never know. Well Mr. Williams i hope ill see you somewhere on the outside, and ill do very good in Social Studies for you.

Well thanks for every thing.

II. PROJECT DIRECTOR'S REPORT: SCHOOL VISITING IN ENGLAND

In May and June of 1967 I spent three weeks visiting English schools of both the "approved" (equivalent to our training schools) and "secondary modern" types. I also visited teacher-training institutions and met with educational authorities with whom I had previously corresponded. The purpose of this two-years' correspondence and three-weeks' intensive visiting was to fulfill my contractual obligation of surveying advanced English practices in the education of both incarcerated and disadvantaged children.

Though it would be unethical to identify the schools visited, this report owes a very considerable debt to the Englishmen who caused a representative sample of their country's schools to be opened to critical examination. Mr. Raymond Maddison, Director of Educational Services of the English Reader's Digest, was exceptionally kind and helpful in this respect. Without his careful, knowledgeable aid and guidance, I could not have accomplished a significant part of my purpose. Just as Mr. Maddison's wide acquaintance opened the doors of schools of every variety in the London area, so did the intervention of Mr. Leonard Sealey, Principal of North Buckinghamshire College, allow me to view and question the preparation of teachers for English schools. I owe Mr. Sealey a debt of gratitude not easily repaid.

This report's substantive beginning and its ultimate conclusions are founded and reflected in a document made available to me by an official of the British government. The paper is entitled "English for the Children of Immigrants" and was given to me in partial answer to a speech I made during my visit to schools in the London area. It is Working Paper No. 13 prepared by a committee of The Schools Council and published in March of 1967 by Her Majesty's Stationery Office in London. I quote from pp. 3-4 of that report, paragraphs nine, ten and eleven:

9. The fact that the learning of the English language, although of fundamental importance to the immigrant's cultural growth in his new environment, is only one aspect of this process is borne out by the experience of immigrant children who possess the English language in some form and to some degree—for instance Caribbean children—and yet share many of the difficulties and problems faced by the non-English speaking children. It is important to realise this, for teachers emphasize that it is unlikely that full value will be derived from better materials, better thought-out methods, or better arrangements for class organisations, unless the wider issues affecting the education of immigrants are realised and an attempt is made to take them into account. At the same time those who are convinced that a regard for the wider issues alone is all that is necessary,

and that the acquisition of the language can then safely be left to the processes of nature and good fortune, need to remember that language is the key to an understanding of these wider issues. Disregard of this, or an excessively optimistic belief in the ability of the immigrant child to 'pick up the language' as part of the process of assimilation, may well delay the solution of the problem. The teaching of the language in the most satisfactory way possible, with the help of good materials, and the most sympathetic approach to the solution of the wider social and cultural problems facing the immigrant, must go hand in hand.

10. Teaching the English language has two main functions to perform in the education of the immigrant no less than in the education of the English child. The first is to enable him to communicate satisfactorily and adequately in an English-speaking community. This need not be emphasized unduly—the basic function of the school is to make the child literate in the language of the community which the school exists to serve. There is, however, a second function, equally important, namely to provide through language the means whereby the child becomes part of his community—to provide the key to cultural and social assimilation. The Newbolt Report of 1921 emphasized this aspect of the importance of the English language in England. It faced the problem of 'the two nations' which Disraeli spoke of, as groups 'between whom there is no intercourse and no sympathy; who are as ignorant of each other's habits, thoughts and feelings as if they were dwellers in different zones or inhabitants of different planets; who are formed by a different breeding, are fed by a different food, are ordered by different manners and are not governed by the same laws'. For Disraeli the two nations were 'the rich and the poor'. It was these two sections of English society that Newbolt had in mind in looking for 'a source of unity to be found in the teaching of children' in all kinds of schools. He was looking for a 'possible basis for a national education', something that would 'obliterate or soften the line of separation between the young of different classes to bridge the social chasms which divide us.' In the end he concluded that 'English in the highest sense was "the channel for formative culture for all English people"'.

11. What was true for Newbolt in respect of the education of the two nations' is equally true of the variety of nations in England today—the English language is the one indispensable means not only to enable them to communicate, but also to enable them to contribute to and participate in a national heritage and tradition. It is equally the means whereby most native English speakers can draw enrichment from the cultural heritage and tradition of the newcomers. The English language is the key to social and cultural assimilation and co-operation.

These three eloquent paragraphs point the way toward this report's chief recommendation for the teaching of language to incarcerated and otherwise disadvantaged children in all American school systems. This recommendation follows from The Schools Council's recognition that "the English language is the one indispensable means not only to enable them [the disadvantaged] to communicate, but also to enable them to contribute to and participate in a national heritage and tradition." Because participation and contribution are functions of communication, the Council is right to emphasize all three aspects of language learning. In fact, without community participation in normalizing language use, school efforts are likely to be characterized by frustration and wasted effort on the part of students and teachers alike.

As the result of both correspondence and visiting, it is clear to me that the greatest contribution the English have to make to our education for the disadvantaged is their growing awareness that schools cannot succeed unless they receive far more significant human help from the community than heretofore has been the case. "Human" is meant here to discriminate between customary financial support which local communities give their schools, and equally customary lack of physical, personal contribution by those who provide the monies. In the case of immigrant education in England, this may yet prove disastrous and provides an object lesson to all observers:

In school after school that I visited, efforts ranging from considerable to negligible—just as in our own schools—were being expended upon the language education of immigrant and otherwise disadvantaged children. But those efforts were being made only within the school environment. In answer to my observation and criticism of an insular practice too much like the same separation of the school from the community which has cost us so dearly in the United States, I was told of the work of The Schools Council and given the pamphlet from which I have quoted.

The English are rapidly coming to the realization that schools are painfully limited in what they can accomplish by way of cultural acclimatization. They are coming to the realization that a child may learn words, phrases, and sentences, speak them all clearly, and still neither know nor understand the language he handles with such apparent familiarity. Since the English are dealing primarily with problems of acculturating the immigrant in their education of the disadvantaged, they may be on the verge of adopting a system which could prove exceptionally useful throughout the United States in dealing with culturally dissociated families who form the new immigrant wave in America.

The method the English are considering is known in swimming terminology as the "buddy system." As anyone who has been subjected to it knows, it is based upon the practice of making two swimmers responsible for each other's safety while they are in the water. The social version of this system that the English contemplate would make each arriving immigrant family the cultural responsibility of a native English family. While its short-term aim would be alleviation of the terrible feeling on the part of the immigrant family of being lost and unwanted, its long-term purpose is nothing less than the full involvement of the community in making the new family a part of itself.

The lesson for American education is clear; unless and until the community becomes deeply involved in supporting the work of the schools, and that involvement becomes one as personal as the "buddy system," the work of the schools will be as insignificant in acculturating the disadvantaged as presently it is in all aspects of its relationship to the less fortunate or less intelligent of all descriptions. And the lesson becomes even more specific for language education: Until the child has the regular extra-curricular opportunity to hear and speak the dominant language of his country, the language he is taught in school will not matter very much. It will be irrelevant to what he properly regards as the "real" world outside the classroom. Because it is apparently irrelevant to anything but school, the child will continue to regard it as undeserving of his most serious effort and attention.

The recommendation of this report, therefore, is that remediative attention be paid by the schools to the communal language environment within which their students must function. This remediation can partially be effected in at least two ways: One, by creating reading rooms in the schools which are both available and attractive to the community (e.g., Detroit's Ludington Reading Rooms); and, two, by creating a family buddy system in which more and less advantaged families within the same community are paired for self-help. The effect of these devices should be positive alteration of both language and social values in the environment within which the school must hope to function.

III. EVALUATION

A. Preface

As the form of this research report will indicate, neither Professor Fader nor I was willing to settle for a traditional report directed to those who face the problem of adapting our findings to the challenges of school and classroom. Our sole requirement upon ourselves was that the answers to the questions we asked be useful to those who must convert them into workable plans of action involving real human beings. The freshness and basic simplicity of the idea of "English In Every Classroom" make demands of their own. I hope that I have been able to meet those demands in this report.

B. Acknowledgments

This project rapidly became a group rather than an individual effort and involved an amazingly long list—more than one hundred—of persons who contributed to its success. Despite this very large number, the research assistants most closely connected with the project, Robert Goyer and Stephen Yelon, deserve special notice, and additional acknowledgment is required by the good work of Professor Morton Shaevitz of the Psychology Department of the University of Michigan. Early in the project, Professor Shaevitz worked untiringly to modify existing testing instruments and to devise new ones better suited to gain answers to the complex questions we were asking. We are indebted to him and to a host of colleagues whose ideas became part of our own thinking about how best to accomplish a difficult task.

Our greatest debts, however, are to the boys of the two Michigan training schools, who stood still long enough to be tested, and to the faculty and staff of those same schools, whose unstinting cooperation made our research possible.

C. Research Report

Before we began our research, we realized that response to a program such as "English In Every Classroom" is certain to be a uniquely individual event best recorded by collecting hundreds of highly personal case histories; unfortunately, anecdotes have never been an acceptable substitute for the more objective kinds of information that testing provides. Furthermore, we realized that we needed to compare changes issuing from the program of "English In Every Classroom" with the natural, self-induced, and accidental changes that time alone would bring to a comparable group of human beings.

Under the new program, microscopic gains in reading and writing by a persistent school failure might be greatly significant when contrasted to the

regression of a similar child subjected to traditional methods. Thus a "control group" was necessary to the experiment. In the training school at Lansing, Michigan, we found a population of counterparts—boys similarly enmeshed in the toils of the law, burdened by similar social histories, and characterized by rejection of everything that school is and represents. The Training School at Lansing became our control, while the program of "English In Every Classroom" was initiated in the W. J. Maxey Boy's Training School at Whitmore Lake, Michigan.

Identifying our control group marked the end of the beginning. We had matched populations available for study and we had measuring devices that looked good on paper. What follows here is a guided tour through the results of placing boys, books, newspapers, magazines, and teachers in continuous experimental contact.

1. THE RAW MATERIAL

Boys at Whitmore Lake averaged 15 years and seven months of age while their control counterparts at Lansing were four months younger. From youngest to oldest, the boys ranged from 12 to 17 (Table 1).

Racially: The overall sample was divided with rough equality between Negro and White; however, fewer White subjects were at Lansing than at Whitmore Lake, and this possible bias in our sample is explored as a separate factor in our analysis (Table 1). We have no reason to suspect that this differential representation by race is a significant difference since the sample is weighted heavily in both institutions in favor of membership in the lower socio-economic classes. Our experience has led us to believe that social class, rather than race, is the prime determiner of the individual's attitude and behavior toward the language of the middle class. Comparisons of White and Negro boys at the two training schools may clarify the relationship of race and social class to literacy. They will be cited where they seem to influence our findings.

As every educator has learned the hard way, intelligence tests may measure the basic intellectual capacity of middle class, White children but such tests are at best only very rough assessments of probable academic success for lower class White and Negro children. Intelligence tests are inadequate measures of the mental capacity of lower class children because such tests are so heavily weighted with knowledge gained only by participation in the world of the middle class. Though no one knows the intelligence of lower class White or Negro children, our crude measures can tell us something of their probable response to our efforts to give them a traditional education.

For want of better devices, we used intelligence tests as measures of the basic equipment our children brought to the fray. An average of five I.Q. points separated the boys at Lansing from those at Whitmore Lake (approximately the number of Full Scale I.Q. points allowed for on the Wechsler to compensate for testing error). The I.Q.'s of the Whitmore Lake sample average 95 and those at Lansing average 90 (Table 2). Both scores are below the hypothetical statistical average of 100, and this fact sets an additional limit to our expectations regarding literate attainment.

The relevance of Negroeness and Whiteness to intelligence measured by tests standardized on White, middle-class youngsters, is inescapable here. Being Negro is, on the average, a condition that assures one of a lower score on any test of intelligence currently in use. Such is the case with the boys we studied. Whether the Full Scale Intelligence quotient or its Verbal or Performance subparts are used as measures, the Negro child does less well throughout our sample (Table 2). If we accept the Wechsler Intelligence Test as a representation of functional abstract and symbolic intelligence, then our Negro children are less well equipped in this way than are the Whites.

A rank-ordering of the boys in our sample from highest to lowest scores on individual intelligence tests is as follows: White boys at Whitmore Lake, White boys at Lansing, Negro boys at Whitmore Lake, Negro boys at Lansing. Despite these differences in measured intellect, statistical comparison of the Whitmore Lake boys as a whole with the total Lansing sample of boys disclosed no overall significant difference in intelligence (Table 1).

In the analysis of our tests and measures and interpretation of the research findings, we are primarily interested in determining how the boys at Whitmore Lake differed from the boys at Lansing before and after the experiment. In order to reach scientifically reliable conclusions we must view each finding in terms of the qualifications imposed on it by age (Table 132), intelligence, and race. This is an important research step to take since we need to know which children are most and least receptive to the program of "English In Every Classroom" and what characteristics identify each of them.

2. CATALOGUE OF TESTS AND MEASURES

In this catalogue, our research instruments are grouped in terms of the psychological and behavioral phenomena they were designed to tap. These groupings are intended to convey the range and kind of devices employed in assessing this program for the teaching of literacy in the schools.

a. General Intellectual Performance

Most of our children were administered individual intelligence tests at the time of their commitment to a correctional institution. These tests served as a rough indicator of potential response to educational designs within the institutions and, indeed, we suspect that assignment to Lansing or Whitmore Lake was, in some part, a function of how bright the child was. Whitmore Lake has the deserved reputation of being a model correctional institution in the State of Michigan and a bright child (if he is free of other grossly disqualifying characteristics) has a greater likelihood of being assigned to Whitmore Lake than to Lansing.

We used both individual intelligence tests (the Wechsler Intelligence Scale for Children) and scores on the Stanford Achievement Test as indicators of intellectual capacity. Scores on subparts of the Stanford having greatest relevance to our study included language, word meaning, paragraph meaning, and spelling. Though we were unable to repeat the Wechsler for a significant number of children as they were released from incarceration, we do have Stanford Achievement Test scores for enough boys, both before and after the experiment, to warrant statistical analysis.

b. The Teacher's View

We sought to measure certain values and beliefs which affect teachers' attitudes toward their pupils, since their view of the children they teach profoundly affects the pattern of educational and human interaction that takes place between them. On the Teachers' Behavior Rating Sheet, for example, we presented each teacher with pairs of words often used to describe pupils and asked for an estimate of the degree to which one or another of these words fit a particular student. From teacher ratings of a number of opposite word pairs, it was possible to construct the following broad stereotypes (Appendix A3a):

(i) The Angel.—The angelic student is one the teacher describes as honest, good, energetic, attentive, unaggressive, forthright, and well adjusted. Even in a population of delinquent boys in a training school there are some who roughly approximate this model.

(ii) The Devil.—The devil is everything the angel is not. The devilish student is dishonest, bad, lazy, inattentive, aggressive, devious, and disturbed. Few students are described completely in such terms but our sample contains boys who have a startling resemblance to that portrait.

(iii) The Mixed Type.—Only grade-B western movies persist in dividing human beings into two classes—the good guys and the bad guys. Where teachers reported mixed views of a child, we cast him into this category.

On a Teachers' Evaluation Form additional ratings were gathered to assess such dimensions as (Appendix A3c):

- The pupil's capacity to form interpersonal relationships
- The pupil's emotional adjustment
- The pupil's attitude towards school and motivation for school work.

Each of these broad categories was constructed by compiling a series of ratings of individual items, to form a total score. Thus, for example, "the pupil's emotional adjustment" is a composite based on teacher ratings of the pupil's frustration tolerance, attitudes toward limits set in the classroom, general emotional adjustment, amount of self control, and contemplation of consequences before acting.

The Teacher's Evaluation Form also provided us with estimates of:

- The pupil's sense of self worth and self esteem
- The pupil's tendency to become withdrawn
- The pupil's relationship to the teacher
- The pupil's attention span in school
- The pupil's reaction to failure

All of these aspects of the teacher's view of her pupils appeared to us to be important to the kind of educational and human transaction most likely to take place in the classroom.

c. The Pupil's View

Because teachers' eyes and pupils' eyes do not always see the same events in the same fashion, we sought to obtain before-and-after measures of pupils' views in both our experimental and control samples. We began by asking each pupil to tell us how much he liked (a lot or a little) "being in a school that has a library," "learning how to read and write well," "reading books and magazines," and, "writing about things." The pupils' responses were converted into a single measure or score of Attitude Toward Literacy (Appendix A2c).

Seeking an alternative way to test feelings toward books and school, we gave a Behavioral Rating Form to each student and asked him to indicate which of 51 items were "like me" or "not like me" (Appendix A2d). By combining responses to items clearly related to one another, we devised a series of composite pupil views.

The Literacy Lover, for example, is a boy who likes to have books around, usually reads something when he has free time, finds lots of magazines he is interested in, likes to write, and does not consider writing unimportant. The Literacy Hater would be the boy whose attitudes caused him to reverse all of most of these responses.

Literacy tends to be an abstract concept to most children despite attempts to translate it into everyday terms. Using other items in the Behavioral Rating Form we established School Lover and School Hater categories. A School Hater tells us he "is not proud of his school work," "does not like to be called on in class," "feels upset in school," "thinks his teacher makes him feel he is not good enough," and "often gets discouraged in school." And of course the School Lover, by comparison, feels that in school he has found a home away from home.

It is obviously important for us to know something of the attitudes with which students in our experimental and control samples view the classroom both at the beginning and the end of their exposure to "English In Every Classroom." But school is not all books and learning. School is the work of the child and the forge on which he hammers out his self-image and self-esteem. Using several of the 51 items of the Behavioral Rating Form we assembled a single score that would tell us something of the pupil's view of himself. A young man with a positive self-image and high self-esteem, for example, would report to us that he saw himself as a person who is "sure of himself, is easy to like, is a lot of fun to be with, is popular with kids his own age, can take care of himself, is happy, understands himself, has friends who follow him, and doesn't usually

let things bother him." The reverse of this image is a child who expects catastrophe in the academic world and has little hope for social success.

An additional measure of academic attitude was entitled How Do You Feel About Things in Class (Appendix 2e). This elaborate questionnaire included 30 items all of which addressed themselves to the issue of anxiety in the classroom. From this test was derived a single measure of the child's total anxiety score. Some children are made nervous by the classroom setting and others take it easily in their stride. We needed to distinguish which child was which and used this measure to accomplish our goal. While the academically anxious child may worry about every aspect of the classroom encounter, there are those for whom the classroom is an arena designed to fit their personal specifications and they revel in it.

Finally, we adapted familiar test devices to form a Literary Attitude Scale for children (Appendix A2b). This particular measurement is an adaptation of the semantic differential technique. On this scale, any object, feeling, attitude, or behavior can be assessed along a variety of dimensions calculated to reveal the person's fundamental feelings. Take money for example: Would you consider money very good or very bad, very weak or very strong, very interesting or very dull, very small or very big, very important or very unimportant? On just such a set of rating scales we apprised ourselves of the value these children ascribed to literary efforts (reading and writing) and materials (newspapers, magazines, and books).

As an additional measure, we used the semantic differential style of questioning to ask the child to tell us about himself, i.e., are you as a person good or bad, weak or strong, interesting or dull, small or big, important or unimportant (Appendix A2b)?

d. Verbal Proficiency

We had certain traditional measures of intelligence and achievement available to us as a means of assessing progress in our students. But we needed something more than this, something more directly concerned with literacy. For this purpose we modified existing techniques to construct a Verbal Proficiency Test which was no more than an attempt to provoke our anti-literate boys into producing words and ideas (Appendix A2a). The test included items requiring actions such as:

- (1) Writing all the uses you can think of for tin cans, bottles, or milk cartons.
- (2) Writing all the things you think might happen if we could understand birds and animals, if people from Mars landed on the earth, or if we could read each other's minds.
- (3) Writing all the things you would say if you tried to tell someone what kind of person you were.
- (4) Writing the improvements you could make in such items as bicycles, chairs, telephones, beds, cars, and shoes.
- (5) Writing all the words you can invent by using the letters in CREATION, GENERATION, or MATURATION.

From these diverse assessments of literary production, we marked off measures of the number of words actually written and the number of separate ideas contained in these words. The scores on the various subtests were combined to achieve a total score reflecting the number of ideas and number of words typical of the student.

This, then, constitutes the catalogue of instruments, measures, and techniques we employed to find out what was happening to those boys exposed to "English In Every Classroom" when compared with their peers who were given a more traditional education.

3. TWO YEARS OF TESTING

a. Attitude

(1) The Self—Its Image and Its Esteem.—When a child turns his eyes inward he gets an image of himself and he reacts to how he values what he sees. With his inner eye he will take the measure of himself and compare this self-view with how others see him. His view of himself is also constructed of reflected appraisals, i.e., of the kind of person other people think he is. What do I think I am? What do others think I am? and what do I want to be? are the questions asked of the self and it is in the answers to these questions that we find a well spring of motivation for human behavior.

For every man the quest for a sense of identity continues throughout his life. Suppose, for a moment, that the seeker discovers an identity like this one: I am a 15 year old Negro boy who has been in a lot of trouble with the police. Finally, one time they caught me, they took me away from my family and sent me to this training school. All the boys here are tough and have got busted by the police too. People think I am pure bad and don't trust me. My mother's ashamed of me, the neighbors don't like me, and kids at home are told to stay away from me because I'm "trouble." White folks don't treat me fair and they don't like me. Everybody thinks I am dumb and no-account and they think I am going to end up in Jackson Prison for the rest of my life. Maybe they're right.

Such a self-image makes its possessor an unlikely candidate to look to literacy for a psychology of rising expectations. Hope and prospect are functions of how you value yourself and of the importance you attach to seeing yourself as you think you are. Education and self-worth are necessary compliments to one another.

We asked the teachers to evaluate the sense of self-worth and self-esteem of each of their pupils (Appendix A3c). We asked the teacher to tell us if the child feels adequate and competent, inadequate and worthless, or is he best described as somewhere between these extremes?

There was no statistically significant difference between teacher estimates of self-esteem at Whitmore Lake and at Lansing at the beginning of the experiment. The self-esteem of the boys at Lansing was somewhat higher when we began but it deteriorated during the year until the boys at Whitmore Lake

not only came from behind, according to the teachers, but matched the original starting position of those at Lansing. Self-esteem rose among the boys at Whitmore Lake at the same moment that it was falling at Lansing (Table 3, Entry D).

The details of this change are instructive. When the experiment began, high self-esteem characterized the youngest and the brightest of the Negro boys at Lansing (compare tables 4, 6 and 8). They value themselves more highly than older boys of either race at either school. By the end of the school year this promising state of affairs ceases to exist. Superior self-esteem trades partners and becomes the possession of the older boys at both schools and the particular pride of the brightest ones at Whitmore Lake (compare tables 5, 7, 9). When the year has elapsed, those with highest self-esteem are the older, brighter, White boys at Whitmore Lake.

One year in a training school must main particularly the psychological well-being of the young, bright Negro, for he ends this period of retarded rehabilitation with his view of himself diminished. The significant advantage posted by the young at Lansing compared with the young at Whitmore Lake, at the beginning (Table 4), disappears in post test evaluations (Table 5). Pre- and post-test comparisons between schools, by high and low I.Q. (Tables 6 and 7), display a marked significant shift. Direct comparisons of Tables 8 and 9 show the same direction of shift in teachers' evaluation of self-esteem but the results fail to attain statistical significance.

(11) The Self Through the Child's Eye.—We asked the children to tell us how they viewed themselves. In the Behavioral Rating Form and in the Literary Attitude Scale they could tell us who and what they were. When we began to examine "English In Every Classroom," the least bright in Lansing possessed a superior view of themselves (Table 12 and Table 122). The same finding appeared for the Negroes at Lansing and Whitmore Lake (Table 124). In fact, being a Negro at Lansing was better than being a Negro at Whitmore Lake if self-image was the criterion (Table 16). And being a Negro at Lansing provided a better self-concept than being White at either school (Table 16 and Table 124).

When the smoke of a year in a training school had cleared, those with the highest self-esteem were the boys in the Whitmore Lake population (Table 10, Entry C; Table 11, Entry B) and a positive self-image was most apparent in the brightest among them (Table 13). The Negro boys at Lansing maintain their superiority of self-view when compared with the general run of White boys at Lansing, but the Negroes and the Whites at Whitmore Lake do even better in maintaining self-esteem (Table 17). It is clear that the two schools have a differential effect on how their charges view themselves. This view is not a function of age of the boys tested (Tables 14 and 15). We believe this self-view is crucial to each child's ability to respond to the world of words. Something of a positive nature took place at Whitmore Lake that was missing in Lansing. A part of this event at Whitmore Lake was "English In Every Classroom."

(111) The Child as the Teacher Sees Him.—One kind of truth about classroom and pupils can be seen through the eyes of the teacher. Her view of the

classroom world is an essential one because it contains the key to educational success and failure. Education is basically a process of child-teacher interaction; given the form in which it is fashioned, any child at any given time has teachers who may or may not understand him, appreciate him, help him, encourage him, or teach him.

Teachers reach conclusions about children following very brief and superficial contacts with them and these conclusions are, unfortunately, emotional and cognitive stereotypes. Children extend similar treatment to teachers, but since teachers are vested with the ultimate educational authority, their stereotypes are the more dangerous.

We asked the teachers at our two schools about devils and angels, for example, and discovered that the angelic student was White, bright, and older than the average at both Whitmore Lake and Lansing. What is most important is that this educational view of children was invisible when the semester began and only became apparent at the conclusion of our experiment. In this single academic year the stereotype for teacher discrimination of good versus bad students reared its ugly head to the detriment of Negro, less bright, and younger pupils (Tables 24 and 25). It is our conviction that teachers' classroom response to individual children followed closely the outlines of these stereotypes, but we cannot prove it scientifically. We also suspect that what we discovered in these detention homes is a reasonable facsimile of events in our national public school system, but we are again without adequate proof that this is true.

Corroboration is available, however, in an inferential fashion. We asked teachers at both schools to rate the general emotional adjustment of each child and to judge his response to the establishment of limits on his classroom behavior. The boys judged best adjusted by teachers when the experiment began were, predictably, those White at both schools (Table 20) and the ranks of the best adjusted were populated most significantly by boys at Whitmore Lake (Table 3, Entry B).

Being smarter than the average of the group made no difference in the initial ratings of teachers (Table 18) but it came into its own after a year (Table 9). Somehow, being smarter got confused with being better adjusted for the teachers in both schools. Furthermore, if you are seeking a good adjustment rating from your teacher, be White. Significantly, White was Right for pupils in both schools (Tables 20 and 21). It may be that skin color will prove to be an insurmountable obstacle for us as long as our teacher population is as white as it is. It might also be that our teachers are responding honestly to some very unattractive facts of American life. In our schools as they are presently constituted, White pupils have an advantage denied to their Colored peers. Though both explanations are defensible, our observations suggest that being Negro carries with it the penalty of misunderstanding by White teachers.

What about teacher estimates of children's interests, reactions, and attitudes more immediately and directly concerned with literacy? When we asked teachers to tell us about the child's attitude toward school, they consistently reported that older (Tables 26, 27, and 33) and brighter (Tables 28, 29 and 34) children have the best attitudes. What little race has to do with

this issue favors the White rather than the Negro child, but even this distinction disappears by the end of the experiment (Tables 30, 31 and 32). The clearly reliable finding is that teachers see bright students as better oriented to school.

Teachers' attitudes and beliefs about pupils may be most significant when things are going badly rather than well. What happens to the student who is experiencing failure? The child's reaction to failure as the teacher sees it at the beginning and end of our experiment, should be a reasonable index of the child's "learning how to learn" in the course of the year.

When "English In Every Classroom" was installed initially, the boys at Whitmore Lake responded best to failure; they worked harder and did better when academic catastrophe threatened (Table 3, Entry G). The age of the child at Whitmore Lake was not related to digging-in rather than quitting (Table 37) but it was evident at the beginning of the experiment that a good response appeared most often in the bright and White boys at Whitmore Lake (Tables 35 and 39). Being Negro, being less bright, and being at Lansing combined to make "working harder" an alien reaction to failure.

At the conclusion of our experiment, the boys at Lansing were reported to have improved slightly in their reaction to failure while those at Whitmore Lake showed a slight loss in maturity of response to failure (Table 3, Entry G). Both sets of differences were slight and it was no longer possible to make a significant distinction between boys at the two schools. The advantages of intelligence and race disappeared by the end of our study. It was as if these protections were inadequate defenses against the continued onslaught of failure symbolized in incarceration. Both young and old at BTS score better at the conclusion of the experiment than the young at Lansing (Table 38). Intelligence ceases to be a significant factor at the conclusion of the experiment as does the advantage of being white (Tables 38 and 40). The reaction to failure becomes almost totally uniform during the year the boys' spend in the training schools.

(iv) Literacy and the Attitude of the Child.—There are a number of perfectly respectable, more-or-less scientific definitions of the word "attitude." Most of them are so stiff and unwieldy that what we mean by attitude gets carried away in a flood of jargon. I once told a delinquent boy that I was worried about his attitude toward the crime he had admitted (professors talk funny even when they try not to). He replied, "I don't know what a attitude is but its how I feel, baby. The hell with them." The "them," of course, were all the members of middle class society who bugged him by their insistence that he should not do what he regularly did.

Perhaps we don't need any better definition of attitude than "it's how I feel, baby," for how our subjects feel about reading, writing, the classroom and things properly belonging to it is of vital interest to us. If literacy "feels bad," we must improve its feeling before we can accomplish any meaningful training at all. If we can influence the feelings these children have, we can make fundamental changes in their view of the world.

Our scales were designed to reflect two aspects of attitude toward literacy: 1) the child's attitude toward literary effort on his part, i.e., reading or

writing; and 2) the child's attitude toward literary material, i.e., books, newspapers, and magazines.

At the beginning of the experiment, the boys' attitudes toward their own literary efforts (Table 11, Entry C), were statistically indistinguishable by age, I.Q., or race (Tables 41, 43, and 45), although the boys at Whitmore Lake had slightly more positive feelings than the boys at Lansing. A number of differences did appear during the course of the experiment, and all these differences fitted our original hypotheses about the impact of "English In Every Classroom"—they all favored the Whitmore Lake setting. The attitude of the Whitmore Lake boys improved and they kept their edge over the boys of Lansing. In particular, in both schools the older boys showed the greatest improvement in attitude (Table 42). Literary effort had greater meaning for them than it did for their younger counterparts (Table 48), particularly for the boys in Lansing. Uniquely, being smarter or dumber and being Negro or White made little difference on this measure when the experiment was finished (Tables 44, 46 and 49).

When the children were asked to express their attitude toward books, magazines, and newspapers (Table 11, Entry D), intelligence played no part at all either before or after the initiation of "English In Every Classroom" at Whitmore Lake (Tables 52 and 53). There was, at the beginning, a clear cut age difference in the schools (Table 50). The younger boys at Whitmore Lake were happier about these instruments of literacy than were the older boys at the same school or the younger boys at Lansing. Both Whitmore Lake and Lansing had increased their attachment to reading materials by the end of the experiment, but our findings favored the boys at Whitmore Lake whether young or old (Table 51).

Initially, the White boys at Whitmore Lake felt better about the materials of literacy but this was not a statistically significant difference (Table 54). When the experiment was concluded, the significant finding, was that White boys at Lansing had better attitudes than Negroes at the same school (Table 56).

Reviewing the data, we can only conclude once again that the White-Negro differential response reflects the depth of our educational dilemma. In a variety of subtle ways the fact of skin color gets hopelessly entangled with notions about literacy. In the self-image of the child, in the teacher's view of him, and in his attitude toward education, the unbright, unwhite child is so handicapped that massive educational reorganization may be necessary to help him. Getting him hooked on books may be a beginning, but it is only that. The educational climate within our schools (within ourselves as teachers) must be modified to meet the needs of the Negro student if we are to alter the way he feels about school and basic literacy.

In our next attempt to study attitude, we brought various items together to form the dimension of "literacy lovers—literacy haters" and "school lovers—school haters." In the beginning, school lovers and school haters were distinguishable along only one dimension—race (Table 72). The Negro students at both institutions brought with them the most positive attitude toward school and the tasks of education. Age and intelligence were not significant forces in shaping this attitude (Tables 68 to 70). The conclusion of the experiment brought results that wiped out this initially significant difference in attitude

(Table 73). In an uneven pattern, the attitude to school of the White boys improved slightly while the attitude of the Negro boys deteriorated. As a consequence of one year at these two training schools, no significant difference existed in the measurement of school-lovers and school-haters. All the boys in the sample occupied a position that could best be described as alienated by the school experience. They didn't care much for school when they first arrived at the training centers and they didn't care much for it when they left.

Given a choice between books and schools, the children in our sample prefer books. Though our book lovers had only a modest passion for the written word, they clearly preferred it to school. As you might anticipate, the book-lovers were, on the average, the older and brighter children at Whitmore Lake (Tables 59 and 61). The older boys retained their interest in books at the end of the experiment (Table 60), but intelligence ceased to contribute to this interest (Table 62).

(v) Thirty Things to Worry About.—The questionnaire we titled "How Do You Feel About Things in Class?" actually addressed itself to the level of anxiety each child experienced as he thought about himself and education. We asked each child how much he worried about such things as tests, being promoted reciting before the class, getting wrong answers, and being behind in his homework. Summing the answers to 30 such questions allowed us to compare the academic anxiety scores of boys in the two schools.

These scores were almost identical at the beginning of the experiment for the boys in both institutions. By the end of the school year, the boys at Lansing were more worried about the educational process than they had been at the beginning of the year (Table 77). The reverse was true of the boys at Whitmore Lake. There, the average boy was significantly less anxious about school at the end of the experiment than he was at its inception.

Watching these changing levels of anxiety about education in the two schools was like witnessing a race in which the two runners left the starting line at the same time but one ran backwards while the other ran forward. By the end of the race, the boys in Lansing were further back than they had been at the start. Had no anxiety reduction taken place for the Whitmore Lake boys, they would still have won the race. As it was, they were clearly more comfortable with things educational as a result of their experience in the training school.

Who became more anxious and who less? To begin with, age didn't matter at either Lansing or Whitmore Lake in the beginning (Table 78). On the average, all the boys at Whitmore Lake came to worry less (Table 79), whether young or old, than those at Lansing. Being in the brighter half of the student body and being at Whitmore Lake proved to be twice good for those seeking relief from school pressures (Table 86). If you were sent to Lansing, your chances of worrying less about school were in direct proportion to the strength of your intellect (Table 81) by the time the experiment concluded. At first, White boys at Lansing and Negro boys at Lansing were less nervous about school than were White boys at the same institution (Table 82). By the time the experiment was completed, White children at Whitmore Lake felt better about school

than both their White and Negro counterparts at Lansing. Even more remarkably, the Negro children at Whitmore Lake felt considerably less anxious about school than both White and Negro boys at Lansing (Tables 83 and 84).

Does "English In Every Classroom" really provide this relaxation of academic tension for the child exposed to its practices? We think it does. In part we are convinced that this relaxation comes from providing the opportunity for children to get hooked on books and, in part, from providing a new sense of excitement and enthusiasm for despairing teachers confronted with the formerly hopeless task of pushing literacy to unresponsive consumers.

b. Performance

Attitudes measured by paper and pencil tests given in a group setting are far from infallible indicators of the way children really feel. If actions do speak louder than words, then we may look to the following measures of performance to discover if there is greater promise in what the boys actually do on tests of literacy than in their expressions of how they feel about it.

(1) Verbal Proficiency.—The Verbal Proficiency Test was really five tests rolled into one. Each test asked the child to perform with words and ideas in a variety of related intellectual tasks. Using separate scores based on the number of ideas and the number of words the child had at his command to meet each test, we compared the performance of the boys in our experimental sample at Whitmore Lake with the performance of the control group at Lansing.

The results are as we hoped they would be. But they are nonetheless shocking to view, for they are impersonal reflections of the fate of living human beings exposed to a crippling educational and social environment. In this measure of ease with words and ideas the Whitmore Lake boys were not significantly different from those at Lansing when our experiment began. It was in the tests conducted after a year of work with and without "English In Every Classroom" that meaningful differences came to be so painfully clear (Table 87).

We reported earlier that the level of anxiety about school and literacy increased for the Lansing boys while it decreased for the inmates of Whitmore Lake. As we look at these performance measures we can understand why. As in the race we described, a race with only two entries, Lansing ran worse than second: It lost ground consistently. In their ability to generate ideas the boys at Whitmore Lake gained significantly by the time of our post testing; at Lansing, the boys not only failed to gain, but fell behind their initial levels of performance (Table 87). When a count was made of the number of words used to meet the testing situations, boys exposed to "English In Every Classroom" at Whitmore Lake took part in what can only be described as a runaway performance. While they performed so well, boys in our Lansing sample fell seriously and substantially back from where they began. They were not able to achieve even at the unsatisfactory level of their performance of a year ago (Table 87).

This is a pathetic report to make but it is one consistent with similar reports in the scientific literature that recount tales of intellectual regression following absence of cognitive stimulation. We could, realistically,

have expected little else. Given intellectual deprivation in an overworked and understaffed institution, we can hardly expect pupils to hold their own in the battle for verbal survival.

The facts speak undeniably for themselves. A calculated program of intellectual stimulation has a measurable impact on its consumers—the children. Verbal Proficiency—measured in our fashion—reflects the kind and quality of program an educational institution is willing to invest in. Though a great many events other than "English In Every Classroom" occurred simultaneously with our program, we are convinced that what we attempted must find its reflection in the results we have reported.

In both Lansing and Whitmore Lake, production of ideas and frequency of word use were related to the students' measured intelligence. What is of particular interest is that basic intellectual ability made its influence known not at the beginning of the experiment but at its conclusion. In the tests of number of ideas and number of words, a significant relationship exists with intelligence at the end but not the onset of the experiment (Tables 91 and 100). Using the Verbal Proficiency Test as our measure, it is clear that the best prospects for inducing changes in literate performance are to be found in the ranks of the brightest students. They are, of course, always our most promising prospects: in part, because measures of intelligence tap exactly those qualities best suited to success in dealing with the symbols and abstractions of education and, in part, because an intelligence test is in an odd fashion a measure of how much distance the child has already travelled in the journey toward literacy (Tables 96 and 105).

Much the same relationship exists between Verbal Proficiency and all the sub sections of the Stanford Achievement Tests in the Whitmore Lake sample. The best achievers on the Stanford Achievement test among the boys at Whitmore Lake turned out to be those who displayed the highest degree of verbal proficiency both before and after the research study. These findings are hardly startling; they gain import when we note that measured achievement proved not to be a saving grace for the boys at Lansing. In the control group, no significant relationship was found between high and low achievers on the Stanford Achievement Test and ability to manufacture ideas and words on the Verbal Proficiency Test. There is a reasonable basis for believing that the (typical) environment created in the Lansing Training School suppresses the boys' verbal productivity to the point that their performance does not even reflect the differences in achievement they have already attained.

The only significant correlations with Verbal Proficiency for the Lansing boys were with their self-stated high valuation of literary efforts (writing and reading) and of literary materials (newspapers, magazines, and books). Those who displayed the greatest production of ideas and words on our tests were the self-avowed reading, writing, and book lovers we could identify at the beginning of the project. At Whitmore Lake it was not necessary for the child to be committed heavily to things literary in order to produce an abundance of ideas and words at final testing time.

An additional check was run to verify these observations. The section of the Verbal Proficiency Test asking each child to construct new words (using the letters available in a stimulus word) not only produced words, it produced long

words and short words in unequal numbers. We decided to count the average number of letters in each word manufactured by each child at Whitmore Lake and Lansing. The outcome of this primitive means of assessment confirmed our previous conclusion about what transpired between the beginning and end of our experiment. The White boys at Whitmore Lake showed a 20% improvement in length of words they could invent, the boys at Lansing lost so much ground that they reduced by almost one-half the average length of words they could assemble from the stimulus word (Table 87). There are a number of possible explanations of why events took such a turn, but it is evident that language production of even this simple variety is a sensitive response of children to their educational experience.

As the brightest among the children at both schools progressed most in the production of words and ideas during the course of the experiment, so too the White students achieved more in idea production than did the Negro population at Whitmore Lake (Tables 93 and 94). In the beginning of our program, White students at Whitmore Lake proved to be slightly superior to Negro boys in their own school as well as Negroes in Lansing in the production of ideas, and this trend became even more pronounced when the experiment ended. Interestingly, race played no part in determining proficiency with words either before or after the experiment (Tables 101 and 102). Our suspicion is that words are a more easily available currency than ideas and that ideas are more subject to erosion when exposed to the abrasion of cultural disadvantage. The symbolic mental manipulation of words is a vital tool in the production of new and different ideas, but it is only one of a number of essential tools.

(11) Stanford Achievement Test.—An additional technique designed to assess changes in language comprehension and proficiency was the Stanford Achievement Test (Table 106). Our plan was to take advantage of the routine administration of this test at the time each child entered and left detention. This "routine" data collection, we discovered, was a hit-and-miss affair more miss than hit. In particular, the boys in our Lansing sample most often failed to take the post test we needed to assess their progress in achievement relative to the boys at Whitmore Lake.

The single part of the Stanford Achievement Test least subject to this erosion in numbers is the section assessing the pupils' capacity to comprehend paragraph meaning. The measure of paragraph meaning is, happily, a global measure of comprehension and understanding that relies on knowledge of the meaning of the individual words of which it is composed. It is, in most respects, an ideal tool for our purposes since it is unconcerned with such trivia of achievement as, for instance, spelling proficiency.

The analysis of the before and after scores of the boys at Whitmore Lake and the boys at Lansing restates an already familiar set of observations (Table 107). The boys at Whitmore Lake are superior to those at Lansing at the beginning of the experiment; though both groups improved over the course of the academic year, the boys at Whitmore Lake make more than twice the progress of the boys at Lansing. Their capacity to absorb a paragraph's meaning has clearly improved and the improvement is substantial.

A revealing sub-analysis of this finding is worth reporting: We divided the Stanford Achievement Test scores of all the boys into upper and lower halves to see if the best achievers fared better than those who achieved less well when the test was that of ferreting out paragraph meaning. We discovered that having a high or low standing in achievement at the beginning of the experiment had little relevance for predicting a boy's progress during the ensuing year. Both the high and low achievers at Whitmore Lake made positive and substantial gains by the end of the study while progress of the boys at Lansing ranged between slight gains and equally slight losses. When we reduced our sample to those boys on whom we had pre- and post-achievement measures, it became apparent that the highest achievers at Whitmore Lake profitted most from the year of schooling.

The results of the Verbal Proficiency Test and the Stanford Achievement Tests were congruent with one another and confirmed our hopes when we designed the experiment initially: Where it finally counts—in performance—"English In Every Classroom" was a vital part of the educational experience available to the boys at the Maxey School. Furthermore, these changes in performance were directly attributable to a change in feeling generated by a change in methods and materials employed in the teaching of English.

APPENDIX A
TABLES AND TESTS

APPENDIX A

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TABLE 1

Whitmore Lake and Lansing: Age, Race, I.Q.

	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>T Ratio</u>
<u>Average Age in Months</u>	188.81	183.50	3.29*
<u>I.Q.</u>			
Full Scale	94.83	90.16	N.S.
Verbal	93.24	87.33	N.S.
Performance	95.59	91.85	N.S.
<u>Race</u>	<u>N</u>	<u>N</u>	
Negro	31	21	
White	29	10	

*Significant at the .01 level.

TABLE 2

Whitmore Lake and Lansing: Race and I.Q.

	<u>Whitmore Lake</u>	<u>Lansing</u>
<u>Race</u>		
Negro	87.59	85.57
White	104.60	98.91

TABLE 3

Whitmore Lake and Lansing:
Pre and Post Teacher's Evaluation Form

<u>Teacher's Eval. Form</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>T Ratio</u>	<u>F Ratio</u>	<u>Level of Significance</u>
A. <u>Pupil's Interpersonal Capacity</u>					
Pre	7.63	7.36	N.S.		
Post	8.11	8.21	N.S.	.09	N.S.
B. <u>Emotional Adjustment and Response to Classroom</u>					
Pre	21.66	19.41	N.S.		
Post	20.97	19.36	N.S.	.41	N.S.
C. <u>Attitude and Motivation Regarding School</u>					
Pre	8.34	7.90	N.S.		
Post	7.19	8.08	N.S.	3.16	N.S.
D. <u>Child's Sense of Worth and Self Esteem</u>					
Pre	3.66	4.10	N.S.		
Post	4.10	3.85	N.S.	1.65	N.S.
E. <u>Tendency of Child to Withdraw from People and Things</u>					
Pre	3.97	4.26	N.S.		
Post	3.76	3.87	N.S.	.06	N.S.
F. <u>Attention Span in School</u>					
Pre	4.34	4.21	N.S.		
Post	4.08	3.92	N.S.	.13	N.S.
G. <u>Reaction to Failure</u>					
Pre	4.11	3.46	.05		
Post	3.89	3.56	N.S.	.22	N.S.

TABLE 4

Whitmore Lake and Lansing:
Pretest T Ratios of Age and Teacher's Evaluation Form:
Self Esteem

	<u>Whitmore Lake</u>		<u>Lansing</u>
	<u>Young</u>	<u>Old</u>	<u>Young</u> <u>Old</u>
<u>Whitmore Lake Score</u>			
Young (3.26)		1.57	2.17*
Old (3.97)			.61
			1.13
			.19
<u>Lansing</u>			
Young (4.25)			
Old (3.87)			.73

*Significant at the .05 level.

TABLE 5

Whitmore Lake and Lansing:
Post Test T Ratios of Age and Teacher's Evaluation Form:
Self Esteem

	<u>Whitmore Lake</u>		<u>Lansing</u>
	<u>Young</u>	<u>Old</u>	<u>Young</u> <u>Old</u>
<u>Whitmore Lake Score</u>			
Young (3.81)		1.33	.72
Old (4.31)			1.89
			1.30
			.04
<u>Lansing</u>			
Young (3.54)			
Old (4.33)			1.78

TABLE 6

Whitmore Lake and Lansing:
Pretest T Ratios of I.Q. and Teacher's Evaluation Form:
Self Esteem

<u>Whitmore Lake Score</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low I.Q.</u>
High I.Q. 3.54		.62	1.76	.29
Low I.Q. 3.21			2.17*	.87
<u>Lansing</u>				1.47
High I.Q. 4.50				
Low I.Q. 3.69				

*Significant at the .05 level.

TABLE 7

Whitmore Lake and Lansing:
Post Test T Ratios of I.Q. and Teacher's Evaluation Form:
Self Esteem

<u>Whitmore Lake Score</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low I.Q.</u>
High I.Q. 4.68		3.14**	2.30*	1.80
Low I.Q. 3.37			.59	.95
<u>Lansing</u>				.36
High I.Q. 3.63				
Low I.Q. 3.81				

*Significant at the .05 level.

**Significant at the .01 level.

TABLE 8

Whitmore Lake and Lansing:
Pretest T Ratios of Race and Teacher's Evaluation Form:
Self Esteem

<u>Whitmore Lake Score</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
White 3.67		.02	.16	1.66
Negro 3.66			.15	1.78
<u>Lansing</u>				
White 3.57				1.60
Negro 4.40				

TABLE 9

Whitmore Lake and Lansing:
Post Test T Ratios of Race and Teacher's Evaluation Form:
Self Esteem

<u>Whitmore Lake Score</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
White 4.27		.87	1.75	.61
Negro 3.94			.90	.25
<u>Lansing</u>				
White 3.50				1.17
Negro 4.04				

TABLE 10

Whitmore Lake and Lansing:
Pre and Post Behavior Rating Form

<u>Behavior Rating Form</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>T Ratio</u>	<u>F Ratio</u>	<u>Level of Significance</u>
A. <u>Book Lovers and Book Haters</u>					
Pre	2.76	2.49	.05		
Post	2.68	2.56	N.S.	.02	N.S.
B. <u>Positive and Negative Attitude toward School</u>					
Pre	2.02	2.13	N.S.		
Post	2.18	2.15	N.S.	.11	N.S.
C. <u>Positive or Negative Self Image</u>					
Pre	2.34	2.49	N.S.		
Post	2.60	2.44	N.S.	4.17	.05

TABLE 11

Whitmore Lake and Lansing:
Pre and Post Literary Attitude Scale

<u>Literary Attitude Scale</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>T Ratio</u>	<u>F Ratio</u>	<u>Level of Significance</u>
A. <u>Attitude toward Tests, Teachers, and Classes</u>					
Pre	130.68	128.21	N.S.		
Post	133.77	133.08	N.S.	.01	N.S.
B. <u>Self Image (I Am)</u>					
Pre	24.95	24.92	N.S.		
Post	26.26	25.59	N.S.	.67	N.S.
C. <u>Literary Efforts</u>					
Pre	59.16	57.23	N.S.		
Post	60.55	58.72	N.S.	1.21	N.S.
D. <u>Literary Material</u>					
Pre	85.26	83.49	N.S.		
Post	87.29	85.59	N.S.	.38	N.S.

TABLE 12

Whitmore Lake and Lansing:
Pretest T Ratios of I.Q. and Pupil's Behavior Rating Form:
Self Image

	<u>Whitmore Lake</u> <u>High I.Q.</u>	<u>Low I.Q.</u>	<u>Lansing</u> <u>High I.Q.</u>	<u>Low I.Q.</u>
<u>Whitmore Lake Score</u>				
High I.Q. 2.36		.07	1.67	2.86**
Low I.Q. 2.37			1.54	2.53*
<u>Lansing</u>				
High I.Q. 2.06				4.28**
Low I.Q. 2.81				

* Significant at the .05 level.

**Significant at the .01 level.

TABLE 13

Whitmore Lake and Lansing:
Post Test T Ratios of I.Q. and Pupil's Behavior Rating Form:
Self Image

	<u>Whitmore Lake</u> <u>High I.Q.</u>	<u>Low I.Q.</u>	<u>Lansing</u> <u>High I.Q.</u>	<u>Low I.Q.</u>
<u>Whitmore Lake Score</u>				
High I.Q. 2.71		.76	3.30**	.17
Low I.Q. 2.58			2.09*	.53
<u>Lansing</u>				
High I.Q. 2.06				2.75**
Low I.Q. 2.69				

*Significant at the .05 level.

**Significant at the .01 level.

TABLE 14

Whitmore Lake and Lansing:
Pretest T Ratios of Age and Pupil's Behavior Rating Form:
Self Image

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (2.33)		.06	1.48	.00
Old (2.34)			1.54	.05
<u>Lansing</u>				
Young (2.58)				1.27
Old (2.33)				

TABLE 15

Whitmore Lake and Lansing:
Post Test T Ratios of Age and Pupil's Behavior Rating Form:
Self Image

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (2.63)		.35	1.18	.75
Old (2.57)			.89	.50
<u>Lansing</u>				
Young (2.42)				.22
Old (2.47)				

TABLE 16

Whitmore Lake and Lansing:
Pretest T Ratios of Race and Pupil's Behavior Rating Form:
Self Image

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White 2.23		1.35	1.19	3.55**
Negro 2.44			2.43*	2.36*
<u>Lansing</u>				
White 2.00				4.73**
Negro 2.76				

*Significant at the .05 level.

**Significant at the .01 level.

TABLE 17

Whitmore Lake and Lansing:
Post Test T Ratios of Race and Pupil's Behavior Rating Form:
Self Image

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White	2.50	1.16	2.16*	1.11
Negro	2.69		3.28**	.05
<u>Lansing</u>				3.38**
White	2.00			
Negro	2.68			

*Significant at the .05 level.
**Significant at the .01 level.

TABLE 18

Whitmore Lake and Lansing:
Pretest T Ratios of I.Q. and Teacher's Evaluation Form:
Pupil's Emotional Adjustment

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low I.Q.</u>
<u>Whitmore Lake Score</u>				
High I.Q.	21.50	.21	.37	1.53
Low I.Q.	20.95		.16	1.25
<u>Lansing</u>				1.02
High I.Q.	20.44			
Low I.Q.	17.63			

TABLE 19

Whitmore Lake and Lansing:
Post Test T Ratios of I.Q. and Teacher's Evaluation Form:
Pupil's Emotional Adjustment

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low I.Q.</u>
<u>Whitmore Lake Score</u>				
High I.Q.	22.36	1.81	.53	2.77
Low I.Q.	18.84		1.08	.86
<u>Lansing</u>				1.99
High I.Q.	21.25			
Low I.Q.	17.19			

*Significant at the .05 level.
**Significant at the .01 level.

TABLE 20

Whitmore Lake and Lansing:
Pretest T Ratios of Race and Teacher's Evaluation Form:
Pupil's Emotional Adjustment

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White (21.73)		.06	.41	1.80
Negro (21.59)			.48	1.84
<u>Lansing</u>				
White (22.93)				2.10*
Negro (17.44)				

*Significant at the .05 level.

TABLE 21

Whitmore Lake and Lansing:
Post Test T Ratios of Race and Teacher's Evaluation Form:
Pupil's Emotional Adjustment

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White 20.43		.58	.70	1.44
Negro 21.47			.21	1.99*
<u>Lansing</u>				
White 21.93				2.00*
Negro 17.92				

*Significant at the .05 level.

TABLE 22

Whitmore Lake and Lansing:
Pretest T Ratios of Age and Teacher's Evaluation Form:
Pupil's Emotional Adjustment

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (21.54)		.05	1.41*	.00
Old (21.71)			1.62	.04
<u>Lansing</u>				
Young (18.04)				1.34
Old (21.60)				

TABLE 23

Whitmore Lake and Lansing:
Post Test T Ratios of Age and Teacher's Evaluation Form:
Pupil's Emotional Adjustment

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (21.70)		.73	2.45*	.21
Old (20.40)			1.55	.78
<u>Lansing</u>				
Young (17.63)				2.32*
Old (22.13)				

*Significant at the .05 level.

TABLE 24

Whitmore Lake and Lansing:
Pretest T Ratios of Age and Teacher's Behavior Rating Sheet

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (1.96)		.47	.39	1.22
Old (2.06)			.84	.85
<u>Lansing</u>				
Young (1.88)				1.43
Old (2.27)				

TABLE 25

Whitmore Lake and Lansing:
Post Test T Ratios of Age and Teacher's Behavior Rating Sheet

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (1.96)		.04	.95	1.73
Old (1.77)			1.03	1.74
<u>Lansing</u>				
Young (1.75)				2.56*
Old (2.40)				

*Significant at the .05 level.

TABLE 26

Whitmore Lake and Lansing:
Pretest T Ratios of Age and Teacher's Evaluation Form:
Attitude and Motivation toward School

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (8.63)		.58	1.18	.03
Old (8.11)			.70	.46
<u>Lansing</u>				
Young (7.46)				.99
Old (8.60)				

TABLE 27

Whitmore Lake and Lansing:
Post Test T Ratios of Age and Teacher's Evaluation Form:
Attitude and Motivation toward School

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (6.93)		.54	.65	2.15*
Old (7.40)			.07	1.56
<u>Lansing</u>				
Young (7.46)				1.74
Old (9.07)				

*Significant at the .05 level.

TABLE 28

Whitmore Lake and Lansing:
Pretest T Ratios of I.Q. and Teacher's Evaluation Form:
Attitude and Motivation toward School

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low</u>
<u>Whitmore Lake Score</u>				
High I.Q. 8.79		1.53	.25	1.
Low I.Q. 7.21		1.77	1.62	.
<u>Lansing</u>				
High I.Q. 9.06				1.
Low I.Q. 6.94				

TABLE 29

Whitmore Lake and Lansing:
Post Test T Ratios of I.Q. and Teacher's Evaluation Form:
Attitude and Motivation toward School

		<u>Whitmore Lake</u>		<u>Lansing</u>	
		<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low</u>
<u>Whitmore Lake Score</u>					
High I.Q.		7.93	1.62	1.26	
Low I.Q.		6.32		3.13**	1
<u>Lansing</u>					
High I.Q.		9.25			1
Low I.Q.		7.44			

**Significant at the .01 level.

TABLE 30

Whitmore Lake and Lansing:
Pretest T Ratios of Race and Teacher's Evaluation Form:
Attitude and Motivation toward School

		<u>Whitmore Lake</u>		<u>Lansing</u>	
		<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Neg</u>
<u>Whitmore Lake Score</u>					
White		9.23	2.02*	.95	1.
Negro		7.50		.56	.
<u>Lansing</u>					
White		8.07			.
Negro		7.80			.

*Significant at the .05 level.

TABLE 31

Whitmore Lake and Lansing:
Post Test T Ratios of Race and Teacher's Evaluation Form:
Attitude and Motivation toward School

		<u>Whitmore Lake</u>		<u>Lansing</u>	
		<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Neg</u>
<u>Whitmore Lake Score</u>					
White		7.27	.16	.99	.7
Negro		7.13		1.22	.9
<u>Lansing</u>					
White		8.43			.5
Negro		7.88			

TABLE 32

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Race and Teacher's Evaluation Form:
Attitude and Motivation toward School

<u>Race</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
White	7.27	8.43	2.34
Negro	7.13	7.88	.81
F Ratio	.47	.26	

TABLE 33

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Age and Teacher's Evaluation Form:
Attitude and Motivation toward School

<u>Age</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
Young	6.93	7.46	1.26
Old	7.40	9.07	2.29
F Ratio	.70	1.98	

TABLE 34

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of I.Q. and Teacher's Evaluation Form:
Attitude and Motivation toward School

<u>I.Q.</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
High	7.93	9.25	1.53
Low	6.32	7.44	2.10
F Ratio	1.19	1.54	

TABLE 35

Whitmore Lake and Lansing:
Pretest T Ratios of I.Q. and Teacher's Evaluation Form:
Reaction to Failure

	Whitmore Lake High I.Q.	Whitmore Lake Low I.Q.	Lansing High I.Q.	Lansing Low I.Q.
Whitmore Lake Score				
High I.Q.	4.18	1.04	.10	2.72**
Low I.Q.	3.74		.69	1.68
Lansing				
High I.Q.	4.13			1.95
Low I.Q.	2.94			

**Significant at the .01 level.

TABLE 36

Whitmore Lake and Lansing:
Post Test T Ratios of I.Q. and Teacher's Evaluation Form:
Reaction to Failure

	Whitmore Lake High I.Q.	Whitmore Lake Low I.Q.	Lansing High I.Q.	Lansing Low I.Q.
Whitmore Lake Score				
High I.Q.	4.11	1.29	.23	1.86
Low I.Q.	3.58		.90	.66
Lansing				
High I.Q.	4.00			1.43
Low I.Q.	3.31			

TABLE 37

Whitmore Lake and Lansing:
Pretest T Ratios of Age and Teacher's Evaluation Form:
Reaction to Failure

	Whitmore Lake Young	Whitmore Lake Old	Lansing Young	Lansing Old
Whitmore Lake Score				
Young (4.30)		.86	2.58*	.72
Old (3.97)			1.90	.08
Lansing				
Young (3.17)				1.33
Old (3.93)				

*Significant at the .05 level

TABLE 38

Whitmore Lake and Lansing:
Post Test T Ratios of Age and Teacher's Evaluation Form:
Reaction to Failure

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (3.89)		.01	2.37*	1.11
Old (3.89)			2.50*	1.18
<u>Lansing</u>				
Young (3.04)				3.60**
Old (4.40)				

*Significant at the .05 level
**Significant at the .01 level

TABLE 39

Whitmore Lake and Lansing:
Pretest T Ratios of Race and Teacher's Evaluation Form:
Reaction to Failure

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White 4.43		1.68	1.15	2.63**
Negro 3.81			.05	1.37
<u>Lansing</u>				
White 3.79				.85
Negro 3.28				

**Significant at the .01 level

TABLE 40

Whitmore Lake and Lansing:
Post Test T Ratios of Race and Teacher's Evaluation Form:
Reaction to Failure

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White 3.87		.11	.47	.93
Negro 3.91			.57	1.08
<u>Lansing</u>				
White 3.64				.28
Negro 3.52				

TABLE 41

Whitmore Lake and Lansing:
Pretest T Ratios of Age and Literary Attitude Scale:
Literary Effort

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (59.26)		.10	.91	.89
Old (59.09)			.81	.78
<u>Lansing</u>				
Young (57.33)				.09
Old (57.07)				

TABLE 42

Whitmore Lake and Lansing:
Post Test T Ratios of Age and Literary Attitude Scale:
Literary Effort

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (59.74)		.97	1.54	.94
Old (61.17)			2.53*	.20
<u>Lansing</u>				
Young (56.96)				2.09*
Old (61.53)				

*Significant at the .05 level

TABLE 43

Whitmore Lake and Lansing:
Pretest T Ratios of I.Q. and Literary Attitude Scale:
Literary Effort

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low I.Q.</u>
<u>Whitmore Lake Score</u>				
High I.Q. 59.50		2.25*	.11	.55
Low I.Q. 57.58			1.06	.55
<u>Lansing</u>				
High I.Q. 54.13				1.52
Low I.Q. 59.25				

*Significant at the .05 level.

TABLE 44

Whitmore Lake and Lansing:
Post Test T Ratios of I.Q. and Literary Attitude Scale:
Literary Effort

	<u>Whitmore Lake</u> <u>High I.Q.</u>	<u>Low I.Q.</u>	<u>Lansing</u> <u>High I.Q.</u>	<u>Low I.</u>
<u>Whitmore Lake Score</u>				
High I.Q. 60.32		.86	.17	.65
Low I.Q. 61.74			.62	1.34
<u>Lansing</u>				
High I.Q. 60.63				.71
Low I.Q. 59.06				

TABLE 45

Whitmore Lake and Lansing:
Pretest T Ratios of Race and Literary Attitude Scale:
Literary Effort

	<u>Whitmore Lake</u> <u>White</u>	<u>Negro</u>	<u>Lansing</u> <u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White 59.73		.62	1.46	1.01
Negro 58.63			.85	.37
<u>Lansing</u>				
White 56.21				.52
Negro 57.80				

TABLE 46

Whitmore Lake and Lansing:
Post Test T Ratios of Race and Literary Attitude Scale:
Literary Effort

	<u>Whitmore Lake</u> <u>White</u>	<u>Negro</u>	<u>Lansing</u> <u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White 60.73		.24	.63	1.28
Negro 60.38			.53	1.21
<u>Lansing</u>				
White 59.50				.52
Negro 58.28				

TABLE 47

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Race and Literary Attitude Scale:
Literary Effort

<u>Race</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
White	60.73	59.50	.01
Negro	60.38	58.28	1.30
F Ratio	.00	.44	

TABLE 48

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Age and Literary Attitude Scale:
Literary Effort

<u>Age</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
Young	59.74	56.96	1.66
Old	61.17	61.53	.21
F Ratio	1.17	4.64*	

*Significant at .05 level.

TABLE 49

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of I.Q. and Literary Attitude Scale:
Literary Effort

<u>I.Q.</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
High	60.32	60.63	1.67
Low	61.74	59.06	2.42
F Ratio	1.85	1.57	

TABLE 50

Whitmore Lake and Lansing:
Pretest T Ratios of Age and Literary Attitude Scale:
Literary Material

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (88.56)		2.14*	2.65**	.11
Old (82.71)			.75	1.69
<u>Lansing</u>				
Young (80.54)				2.19*
Old (88.20)				

*Significant at the .05 level.

**Significant at the .01 level.

TABLE 51

Whitmore Lake and Lansing:
Post Test T Ratios of Age and Literary Attitude Scale:
Literary Material

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young		.11	1.55	.92
Old			2.04*	1.08
<u>Lansing</u>				
Young				2.42*
Old				

*Significant at the .05 level.

TABLE 52

Whitmore Lake and Lansing:
Pretest T Ratios of I.Q. and Literary Attitude Scale:
Literary Material

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low</u>
<u>Whitmore Lake Score</u>				
High I.Q. 85.96		.75	1.16	
Low I.Q. 83.47			.37	
<u>Lansing</u>				
High I.Q. 82.06				
Low I.Q. 85.56				

TABLE 53

Whitmore Lake and Lansing:
Post Test T Ratios of I.Q. and Literary Attitude Scale:
Literary Material

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low</u>
<u>Whitmore Lake Score</u>				
High I.Q.	87.71		.26	
Low I.Q.	86.58	.43	.57	
<u>Lansing</u>				
High I.Q.	88.44			
Low I.Q.	85.50			

TABLE 54

Whitmore Lake and Lansing:
Pretest T Ratios of Race and Literary Attitude Scale:
Literary Material

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Neg</u>
<u>Whitmore Lake Score</u>				
White	87.53		1.25	1.0
Negro	83.13	1.60	.07	..
<u>Lansing</u>				
White	83.36			.0
Negro	83.56			

TABLE 55

Whitmore Lake and Lansing:
Post Test T Ratios of Race and Literary Attitude Scale:
Literary Material

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negr</u>
<u>Whitmore Lake Score</u>				
White	87.77		.87	1.9
Negro	86.84	.41	1.23	1.5
<u>Lansing</u>				
White	90.14			2.4
Negro	83.04			

*Significant at .05 level.

TABLE 56

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Race and Literary Attitude Scale:
Literary Material

<u>Race</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
White	87.77	90.14	2.33
Negro	86.84	83.04	3.81
F Ratio	.13	8.43**	

**Significant at the .01 level.

TABLE 57

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Age and Literary Attitude Scale:
Literary Material

<u>Age</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
Young	87.15	82.88	.00
Old	87.40	89.93	.26
F Ratio	1.59	2.21	

TABLE 58

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of I.Q. and Literary Attitude Scale:
Literary Material

<u>I.Q.</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
High	87.71	88.44	1.19
Low	86.58	85.50	.46
F Ratio	.00	2.62	

TABLE 59

Whitmore Lake and Lansing:
PreTest T Ratios of Age and Pupil's Behavior Rating Form:
Literary Lover - Literary Hater

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (2.70)		.70	1.78	.16
Old (2.80)			2.66**	.46
<u>Lansing</u>				
Young (2.33)				1.64
Old (2.73)				

**Significant at the .01 level.

TABLE 60

Whitmore Lake and Lansing:
Post Test T Ratios of Age and Pupil's Behavior Rating Form:
Literary Lover - Literary Hater

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (2.63)		.51	1.16	1.24
Old (2.71)			1.74	.89
<u>Lansing</u>				
Young (2.38)				2.07*
Old (2.87)				

*Significant at the .05 level.

TABLE 61

Whitmore Lake and Lansing:
Pretest T Ratios of I.Q. and Pupil's Behavior Rating Form:
Literary Lover - Literary Hater

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low I.Q.</u>
<u>Whitmore Lake Score</u>				
High I.Q. 2.86		1.98*	2.18*	2.56*
Low I.Q. 2.53			.10	.54
<u>Lansing</u>				
High I.Q. 2.50				.44
Low I.Q. 2.38				

*Significant at the .05 level.

TABLE 62

Whitmore Lake and Lansing:
Post Test T Ratios of I.Q. and Pupil's Behavior Rating Form:
Literary Lover - Literary Hater

		<u>Whitmore Lake</u>		<u>Lansing</u>	
		<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low I.Q.</u>
<u>Whitmore Lake Score</u>					
High I.Q.	2.82		1.34	1.09	1.66
Low I.Q.	2.58			.18	.29
<u>Lansing</u>					
High I.Q.	2.63				.46
Low I.Q.	2.50				

TABLE 63

Whitmore Lake and Lansing:
Pretest T Ratios of Race and Pupil's Behavior Rating Form:
Literary Lover - Literary Hater

		<u>Whitmore Lake</u>		<u>Lansing</u>	
		<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>					
White	2.83		1.08	2.83**	1.72
Negro	2.69			1.53	.68
<u>Lansing</u>					
White	2.36				.80
Negro	2.56				

**Significant at the .01 level.

TABLE 64

Whitmore Lake and Lansing:
Post Test T Ratios of Race and Pupil's Behavior Rating Form:
Literary Lover - Literary Hater

		<u>Whitmore Lake</u>		<u>Lansing</u>	
		<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>					
White	2.70		.26	.26	.94
Negro	2.66			.06	.72
<u>Lansing</u>					
White	2.64				.48
Negro	2.52				

TABLE 65

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Race and Pupil's Behavior Rating Form:
Literary Lover - Literary Hater

<u>Race</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
White	2.70	2.64	.11
Negro	2.66	2.52	.25
F Ratio	.00	.84	

TABLE 66

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Age and Pupil's Behavior Rating Form:
Literary Lover - Literary Hater

<u>Race</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
Young	2.63	2.38	.30
Old	2.71	2.87	.88
F Ratio	.14	2.21	

TABLE 67

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of I.Q. and Pupil's Behavior Rating Form:
Literary Lover - Literary Hater

<u>I.Q.</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
High	2.82	2.63	.03
Low	2.58	2.50	.01
F Ratio	.95	.07	

TABLE 68

Whitmore Lake and Lansing:
Pretest T Ratios of Age and Pupil's Behavior Rating Form:
Attitude to School

<u>Attitude</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (1.89)		1.00	1.52	.16
Old (2.11)			.61	.69
<u>Lansing</u>				1.21
Young (2.25)				
Old (1.93)				

TABLE 69

Whitmore Lake and Lansing:
Post Test T Ratios of Age and Pupil's Behavior Rating Form:
Attitude to School

<u>Attitude</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (2.22)		.34	.53	.15
Old (2.14)			.25	.44
<u>Lansing</u>				.59
Young (2.08)				
Old (2.27)				

TABLE 70

Whitmore Lake and Lansing:
Pretest T Ratios of I.Q. and Pupil's Behavior Rating Form:
Attitude to School

<u>Attitude</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
High I.Q. 2.14		.94	.51	1.16
Low I.Q. 1.89			.35	2.07*
<u>Lansing</u>				1.60
High I.Q. 2.00				
Low I.Q. 2.44				

*Significant at the .05 level.

TABLE 71

Whitmore Lake and Lansing:
Post Test T Ratios of I.Q. and Pupil's Behavior Rating Form:
Attitude to School

<u>Attitude</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low I.Q.</u>
<u>Whitmore Lake Score</u>				
High I.Q.	2.11			
Low I.Q.	2.21	.38	.57	1.42
			.84	.98
<u>Lansing</u>				
High I.Q.	1.94			
Low I.Q.	2.50			1.75

TABLE 72

Whitmore Lake and Lansing:
Pretest T Ratios of Race and Pupil's Behavior Rating Form:
Attitude to School

<u>Attitude</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White	1.87			
Negro	2.16	1.31	.84	2.48*
			1.90	1.13
<u>Lansing</u>				
White	1.64			
Negro	2.40			3.15**

*Significant at the .05 level.

**Significant at the .01 level.

TABLE 73

Whitmore Lake and Lansing:
Post Test T Ratios of Race and Pupil's Behavior Rating Form:
Attitude to School

<u>Attitude</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White	2.07			
Negro	2.28	.94	.22	.70
			.96	.17
<u>Lansing</u>				
White	2.00			
Negro	2.24			.77

TABLE 74

Whitmore Lake and Lansing:
Pre and Post F Ratios of Race and Pupil's Behavior Rating Form:
Attitude to School

<u>Race</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
White	2.07	2.00	.01
Negro	2.28	2.24	.18
F Ratio	.35	.03	

TABLE 75

Whitmore Lake and Lansing:
Pre and Post F Ratios of Age and Pupil's Behavior Rating Form:
Attitude to School

<u>Age</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
Young	2.22	2.08	1.06
Old	2.14	2.27	.48
F Ratio	.43	1.11	

TABLE 76

Whitmore Lake and Lansing:
Pre and Post F Ratios of I.Q. and Pupil's Behavior Rating Form:
Attitude to School

<u>I.Q.</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
High	2.11	1.94	.15
Low	2.21	2.50	.68
F Ratio	.46	1.69	

TABLE 77

Whitmore Lake and Lansing:
Pre and Post Anxiety Score
(How Do You Feel About Things in Class?)

<u>Anxiety Score</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>T Ratio</u>	<u>F Ratio</u>	<u>Level of Significance</u>
Pre	88.11	85.79	N.S.		
Post	92.61	81.90	.01	17.29	.001

TABLE 78

Whitmore Lake and Lansing:
Pretest T Ratios of Age and Anxiety Score

Anxiety Whitmore Lake Score	Whitmore Lake		Lansing	
	Young	Old	Young	Old
Young (84.33)		1.49	.60	.16
Old (91.03)			.86	1.53
Lansing				
Young (87.25)				.75
Old (83.47)				

TABLE 79

Whitmore Lake and Lansing:
Post Test T Ratios of Age and Anxiety Score

Anxiety Whitmore Lake Score	Whitmore Lake		Lansing	
	Young	Old	Young	Old
Young (92.07)		.27	2.54*	2.30*
Old (93.03)			2.72**	2.44*
Lansing				
Young (82.50)				.30
Old (80.93)				

*Significant at the .05 level.

**Significant at the .01 level.

TABLE 80

Whitmore Lake and Lansing:
Pretest T Ratios of I.Q. and Anxiety Score

Anxiety Whitmore Lake Score	Whitmore Lake		Lansing	
	High I.Q.	Low I.Q.	High I.Q.	Low I.Q.
High I.Q. 90.14		1.35	1.49	.25
Low I.Q. 83.42			.17	1.05
Lansing				
High I.Q. 82.63				1.27
Low I.Q. 88.81				

TABLE 81

Whitmore Lake and Lansing:
Post Test T Ratios of I.Q. and Anxiety Score

Anxiety	Whitmore Lake		Lansing	
	High I.Q.	Low I.Q.	High I.Q.	Low I.Q.
<u>Whitmore Lake Score</u>				
	High I.Q.	96.71	5.22**	2.46
	Low I.Q.	87.47	2.37*	.33
<u>Lansing</u>				
	High I.Q.	76.69		1.59
	Low I.Q.	85.69		

*Significant at the .05 level.

**Significant at the .01 level.

TABLE 82

Whitmore Lake and Lansing:
Pretest T Ratios of Race and Anxiety Score

Anxiety	Whitmore Lake		Lansing	
	White	Negro	White	Negro
<u>Whitmore Lake Score</u>				
	White	89.97	1.82	.22
	Negro	86.38	1.16	.59
<u>Lansing</u>				
	White	80.07		1.81
	Negro	89.00		

TABLE 83

Whitmore Lake and Lansing:
Post Test T Ratios of Race and Anxiety Score

Anxiety	Whitmore Lake		Lansing	
	White	Negro	White	Negro
<u>Whitmore Lake Score</u>				
	White	94.67	3.20**	2.58
	Negro	90.69	2.84**	1.87
<u>Lansing</u>				
	White	78.71		.94
	Negro	83.68		

*Significant at the .05 level.

**Significant at the .01 level.

TABLE 84

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Race and Anxiety Score

<u>Race</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
White	94.67	78.71	6.30*
Negro	90.69	83.68	9.32**
F Ratio	.63	.03	

*Significant at .05 level.

**Significant at .01 level.

TABLE 85

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Age and Anxiety Score

<u>Age</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
Young	92.07	82.50	15.44***
Old	93.03	80.93	3.41
F Ratio	1.22	.04	

***Significant at the .001 level.

TABLE 86

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of I.Q. and Anxiety Score

<u>I.Q.</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
High	96.71	76.69	29.34***
Low	87.47	85.69	1.02
F Ratio	4.28*	.98	

*Significant at the .05 level

*** Significant beyond the .001 level.

TABLE 87

Whitmore Lake and Lansing:
Verbal Proficiency Test: Mean Pre and Post Scores:
Number of Ideas, Number of Words, and Number of Letters per Word

<u>Verbal Proficiency Test</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>	<u>Level of Significance</u>
<u>Ideas</u>				
Pre	37.53	36.67		
Post	39.68	34.18	2.70	.10
<u>Words</u>				
Pre	140.66	138.49		
Post	145.55	122.36	3.20	.07
<u># of Letters per Word</u>				
Pre	31.32	64.77		
Post	49.05	33.11		

TABLE 88

Whitmore Lake and Lansing:
Pretest T Ratios of Age and Verbal Proficiency Test:
Number of Ideas

<u>Verbal Proficiency Test</u>		<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>	
<u>Whitmore Lake Score</u>					
	Young (34.70)				
	Old (39.71)	1.23	.30	.73	
			.81	.37	
<u>Lansing</u>					
	Young (35.96)				
	Old (37.80)				.35

TABLE 89

Whitmore Lake and Lansing:
Post Test T Ratios of Age and Verbal Proficiency Test:
Number of Ideas

<u>Verbal Proficiency Test</u>		<u>Whitmore Lake</u>		<u>Lansing</u>	
		<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>					
Young	(38.56)		.44	.91	.55
Old	(40.54)			1.19	.79
<u>Lansing</u>					
Young	(34.96)				.05
Old	(35.29)				

TABLE 90

Whitmore Lake and Lansing:
Pretest T Ratios of I.Q. and Verbal Proficiency Test:
Number of Ideas

Verbal Proficiency Test Whitmore Lake Score	Whitmore Lake		Lansing	
	High I.Q.	Low I.Q.	High I.Q.	Low I
High I.Q. 40.21		2.03*	.71	1.3
Low I.Q. 31.47			1.06	.5
Lansing				
High I.Q. 36.81				.5
Low I.Q. 34.00				

*Significant at the .05 level.

TABLE 91

Whitmore Lake and Lansing:
Post Test T Ratios of I.Q. and Verbal Proficiency Test:
Number of Ideas

Verbal Proficiency Test Whitmore Lake Score	Whitmore Lake		Lansing	
	High I.Q.	Low I.Q.	High I.Q.	Low
High I.Q. 42.64		2.36*	.71	3.
Low I.Q. 30.95			1.59	.
Lansing				
High I.Q. 41.33				2.
Low I.Q. 27.63				

*Significant at the .05 level.

** Significant at the .01 level.

TABLE 92

Whitmore Lake and Lansing:
Pretest of T Ratios of Race and Verbal Proficiency Test:
Number of Ideas

Whitmore Lake Score	Whitmore Lake		Lansing	
	White	Negro	White	Ne
White 41.27		1.81	.17	1
Negro 34.03			1.29	
Lansing				
White 40.27				:
Negro 34.64				

TABLE 93

Whitmore Lake and Lansing:
Post Test of T Ratios of Race and Verbal Proficiency Test:
Number of Ideas

	<u>Whitmore Lake</u>	<u>Lansing</u>
	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>		
White	46.20	3.00**
Negro	33.56	1.08
		.97
		3.13**
		.18
<u>Lansing</u>		
White	39.38	
Negro	32.84	1.09

**Significant at the .01 level.

TABLE 94

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Race and Verbal Proficiency Test:
Number of Ideas

<u>Race</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
White	46.20	39.38	2.72
Negro	33.56	32.84	.11
F Ratio	5.37*	.00	

*Significant at the .05 level.

TABLE 95

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Age and Verbal Proficiency Test:
Number of Ideas

<u>Age</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
Young	38.56	34.96	1.55
Old	40.54	32.93	1.36
F Ratio	.12	.39	

TABLE 96

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of I.Q. and Verbal Proficiency Test:
Number of Ideas

<u>I.Q.</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
High	42.64	41.33	.09
Low	30.95	27.63	1.39
F Ratio	2.08	2.55	

TABLE 97

Whitmore Lake and Lansing:
Pretest T Ratios of Age and Verbal Proficiency Test:
Number of Words

<u>Verbal Proficiency Test</u>	<u>Whitmore Lake</u>	<u>Lansing</u>		
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (144.11)		.38	.55	.13
Old (138.00)			.28	.49
<u>Lansing</u>				
Young (133.25)				.62
Old (146.87)				

TABLE 98

Whitmore Lake and Lansing:
Post Test T Ratios of Age and Verbal Proficiency Test:
Number of Words

<u>Verbal Proficiency Test</u>		<u>Whitmore</u>	<u>Lake</u>	<u>Lansing</u>	
		<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore</u>	<u>Lake</u>	<u>Score</u>			
Young	(155.78)		1.00	1.32	2.16*
Old	(137.66)			.40	1.38
<u>Lansing</u>					
Young	(130.42)				1.02
Old	(109.47)				

*Significant at the .05 level.

TABLE 99

Whitmore Lake and Lansing:
Pretest T Ratios of I.Q. and Verbal Proficiency Test:
Number of Words

<u>Verbal Proficiency Test</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low I.Q.</u>
<u>Whitmore Lake Score</u>				
High I.Q.	139.89	.41	.25	.48
Low I.Q.	132.11		.15	.06
<u>Lansing</u>				
High I.Q.	135.13			.22
Low I.Q.	130.88			

TABLE 100

Whitmore Lake and Lansing:
Post Test T Ratio of I.Q. and Verbal Proficiency Test:
Number of Words

<u>Verbal Proficiency Test</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low I</u>
<u>Whitmore Lake Score</u>				
High I.Q.	147.96	.97	.39	2.64
Low I.Q.	128.21		.48	1.77
<u>Lansing</u>				
High I.Q.	139.13			2.09
Low I.Q.	94.94			

*Significant at the .05 level.

** Significant at the .01 level.

TABLE 101

Whitmore Lake and Lansing:
Pretest T Ratios of Race and Verbal Proficiency Test:
Number of Words

<u>Verbal Proficiency Test</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White	152.57	1.46	.64	.78
Negro	129.50		.54	.49
<u>Lansing</u>				
White	139.43			.07
Negro	137.96			

TABLE 102

Whitmore Lake and Lansing:
Post Test T Ratios of Race and Verbal Proficiency Test:
Number of Words

<u>Verbal Proficiency Test</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White	157.43	1.29	1.42	1.90
Negro	134.41		.48	.77
<u>Lansing</u>				.15
White	124.43			
Negro	121.20			

TABLE 103

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Race and Verbal Proficiency Test:
Number of Words

<u>Race</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
White	157.43	124.43	1.56
Negro	134.41	121.20	1.32
F Ratio	.54	.02	

TABLE 104

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Age and Verbal Proficiency Test:
Number of Words

<u>Age</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
Young	155.78	130.42	1.40
Old	137.66	109.47	2.96
F Ratio	.85	2.40	

TABLE 105

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of I.Q. and Verbal Proficiency Test:
Number of Words

<u>I.Q.</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
High	147.96	139.13	.10
Low	128.21	94.94	3.83
F Ratio	.74	4.81*	

*Significant at the .05 level.

TABLE 106

Whitmore Lake and Lansing:
Scholastic Aptitude Test* Pre Test

<u>Scholastic Aptitude Test</u>	<u>Whitmore Lake</u>	<u>Lansing</u>
Language	6.0	4.4
Word Meaning	7.2	5.8
Paragraph Meaning	7.0	5.5
Spelling	7.0	5.5

*Scores recorded as school grade equivalents.

TABLE 107

Whitmore Lake and Lansing:
Pre and Post Scholastic Aptitude Test:
Paragraph Meaning: Comparison of Groups by School

<u>Scholastic Aptitude Test</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>T Ratio</u>	<u>Level of Significance</u>
<u>Paragraph Meaning</u>				
Pre	69.88	55.77	2.77*	.01
Post	82.96	60.38	2.70*	.01

TABLE 108

Whitmore Lake and Lansing:
Pre and Post Scholastic Aptitude Test:
Paragraph Meaning: Comparison of Groups by Age

<u>Age</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>T Ratio</u>	<u>Level of Significance</u>
Young (Pre)	65.69	55.35	1.75	N.S.
Old (Pre)	73.39	56.31	2.01	.05
Young (Post)	82.44	59.50	2.31	.05
Old (Post)	83.28	61.80	1.50	N.S.

TABLE 109

Whitmore Lake and Lansing:
Pre and Post Scholastic Aptitude Test:
Paragraph Meaning Comparison of Groups by Race

<u>Race</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>T Ratio</u>	<u>Level of Significance</u>
Negro (Pre)	57.11	49.58	1.54	N.S.
White (Pre)	82.21	66.45	1.93	N.S.
Negro (Post)	71.18	53.67	2.01	.05
White (Post)	93.32	75.50	1.21	N.S.

TABLE 110

Whitmore Lake and Lansing:
Pre and Post Attitude toward Literacy
(How Much Do You Like?)

<u>Attitude toward Literacy</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>T Ratio</u>	<u>F Ratio</u>	<u>Level of Significance</u>
Pre	2.19	2.13	N.S.	2.09	.15
Post	2.15	2.33	N.S.		

TABLE 111

Whitmore Lake and Lansing:
Pretest T Ratios of Age and "How Much Do You Like" Form

<u>Whitmore Lake Score</u>	<u>Whitmore Lake</u> <u>Young</u>	<u>Whitmore Lake</u> <u>Old</u>	<u>Lansing</u> <u>Young</u>	<u>Lansing</u> <u>Old</u>
Young (2.41)		1.98	1.78	.30
Old (2.03)			.13	1.29
<u>Lansing</u> Young (2.00)				1.18
Old (2.33)				

TABLE 112

Whitmore Lake and Lansing:
Post Test T Ratios of Age and "How Much Do You Like" Form

<u>Whitmore Lake Score</u>	<u>Whitmore Lake</u> <u>Young</u>	<u>Whitmore Lake</u> <u>Old</u>	<u>Lansing</u> <u>Young</u>	<u>Lansing</u> <u>Old</u>
Young (2.19)		.33	.08	1.75
Old (2.11)			.23	1.95
<u>Lansing</u> Young (2.17)				1.75
Old (2.60)				

TABLE 113

Whitmore Lake and Lansing:
Pretest T Ratios of I.Q. and "How Much Do You Like" Form

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low I.</u>
<u>Whitmore Lake Score</u>				
High I.Q.	1.96	2.04*	.64	1.71
Low I.Q.	2.42		1.06	.17
<u>Lansing</u>				
High I.Q.	2.13			.84
Low I.Q.	2.38			

*Significant at the .05 level.

TABLE 114

Whitmore Lake and Lansing:
Post Test T Ratios of I.Q. and "How Much Do You Like" Form

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low I.</u>
<u>Whitmore Lake Score</u>				
High I.Q.	2.11	.64	1.04	1.32
Low I.Q.	2.26		.41	.67
<u>Lansing</u>				
High I.Q.	2.38			.23
Low I.Q.	2.44			

TABLE 115

Whitmore Lake and Lansing:
Pretest T Ratios of Race and "How Much Do You Like" Form

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White	2.17	.27	.18	.39
Negro	2.22		.02	.65
<u>Lansing</u>				
White	2.21			.46
Negro	2.08			

TABLE 116

Whitmore Lake and Lansing:
Post Test T Ratios of Race and "How Much Do You Like" Form

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White	2.10		.71	1.16
Negro	2.19	.41	.39	.79
<u>Lansing</u>				
White	2.29			.28
Negro	2.36			

TABLE 117

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Race and "How Much Do You Like" Form

<u>Race</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
White	2.10	2.29	.47
Negro	2.19	2.36	1.42
F Ratio	.11	.30	

TABLE 118

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of Age and "How Much Do You Like" Form

<u>Age</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
Young	2.19	2.17	.96
Old	2.11	2.60	2.56
F Ratio	.29	1.80	

TABLE 119

Whitmore Lake and Lansing:
Pre and Post Test F Ratios of I.Q. and "How Much Do You Like" Form

<u>I.Q.</u>	<u>Whitmore Lake</u>	<u>Lansing</u>	<u>F Ratio</u>
High	2.11	2.38	.74
Low	2.26	2.44	.83
F Ratio	.06	.02	

TABLE 120

Whitmore Lake and Lansing:
Pretest T Ratios of Age and Literary Attitude Scale: I Am

<u>Literary Attitude Scale</u>		<u>Whitmore Lake</u>		<u>Lansing</u>	
		<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>					
Young	(26.19)		1.60	.50	1.12
Old	(24.00)			1.08	.04
<u>Lansing</u>					
Young	(25.46)				.76
Old	(24.07)				

TABLE 121

Whitmore Lake and Lansing:
Post Test T Ratios of Age and Literary Attitude Scale: I Am

<u>Literary Attitude Scale</u>		<u>Whitmore Lake</u>		<u>Lansing</u>	
		<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>					
Young	(26.67)		.59	.27	1.28
Old	(25.94)			.30	1.04
<u>Lansing</u>					
Young	(26.29)				1.17
Old	(24.47)				

TABLE 122

Whitmore Lake and Lansing:
Pretest T Ratios of I.Q. and Literary Attitude Scale: I Am

<u>Literary Attitude Scale</u>		<u>Whitmore Lake</u>		<u>Lansing</u>	
		<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low</u>
<u>Whitmore Lake Score</u>					
High I.Q.	23.82		.59	.69	2.2
Low I.Q.	24.74			1.15	1.5
<u>Lansing</u>					
High I.Q.	22.69				2.6
Low I.Q.	27.38				

*Significant at the .05 level.

**Significant at the .01 level.

TABLE 123

Whitmore Lake and Lansing:
Post Test T Ratios of I.Q. and Literary Attitude Scale: I Am

<u>Literary Attitude Scale</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u>	<u>Low I.Q.</u>
<u>Whitmore Lake Score</u>				
High I.Q. 25.43		1.40	.72	1.19
Low I.Q. 27.42			1.85	.27
<u>Lansing</u>				1.76
High I.Q. 24.25				
Low I.Q. 27.06				

TABLE 124

Whitmore Lake and Lansing:
Pretest T Ratios of Race and Literary Attitude Scale: I Am

<u>Literary Attitude Scale</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White 23.97		1.40	1.63	2.02*
Negro 25.88			2.87**	.73
<u>Lansing</u>				3.42*
White 21.36				
Negro 26.92				

*Significant at .05 level.
**Significant at .01 level.

TABLE 125

Whitmore Lake and Lansing:
Post Test T Ratios of Race and Literary Attitude Scale: I Am

<u>Literary Attitude Scale</u>	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>White</u>	<u>Negro</u>	<u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White 25.10		1.88	1.19	1.38
Negro 27.34			2.83**	.38
<u>Lansing</u>				2.39
White 23.29				
Negro 26.88				

*Significant at .05 level.
**Significant at .01 level.

TABLE 126

Whitmore Lake and Lansing:
Pretest T Ratios of Age and Literary Attitude Scale:
Attitude to Tests, etc.

<u>Literary Attitude Scale</u>	<u>Whitmore</u>	<u>Lake</u>	<u>Lansing</u>
	<u>Young</u>	<u>Old</u>	<u>Young</u> <u>Old</u>
<u>Whitmore Lake Score</u>			
Young (133.63)		1.15	1.21 .30
Old (128.40)			.42 .57
<u>Lansing</u>			
Young (126.00)			.70
Old (131.73)			

TABLE 127

Whitmore Lake and Lansing:
Post Test T Ratios of Age and Literary Attitude Scale:
Attitude to Tests, etc.

<u>Literary Attitude Scale</u>	<u>Whitmore</u>	<u>Lake</u>	<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake Score</u>				
Young (140.11)		2.51*	2.35*	.46
Old (128.89)			.22	1.62
<u>Lansing</u>				1.53
Young (129.96)				
Old (138.07)				

*Significant at the .05 level.

TABLE 128

Whitmore Lake and Lansing:
Pretest T Ratios of I.Q. and Literary Attitude Scale:
Attitude to Tests, etc.

<u>Literary Attitude Scale</u>	<u>Whitmore</u>	<u>Lake</u>	<u>Lansing</u>
	<u>High I.Q.</u>	<u>Low I.Q.</u>	<u>High I.Q.</u> <u>Low I.Q.</u>
<u>Whitmore Lake Score</u>			
High I.Q.	131.68	1.05	.17 .3
Low I.Q.	125.63		.63 1.1
<u>Lansing</u>			
High I.Q.	130.56		
Low I.Q.	134.00		

TABLE 129

Whitmore Lake and Lansing:
Post Test T Ratios of I.Q. and Literary Attitude Scale:
Attitude to Tests, etc.

<u>Literary Attitude Scale</u>	<u>Whitmore Lake</u> <u>High I.Q.</u>	<u>Low I.Q.</u>	<u>Lansing</u> <u>High I.Q.</u>	<u>Low I.Q.</u>
<u>Whitmore Lake Score</u>				
High I.Q. 132.04		.60	.87	
Low I.Q. 135.32			.23	
<u>Lansing</u>				
High I.Q. 136.75				
Low I.Q. 135.06				

TABLE 130

Whitmore Lake and Lansing:
Pretest T Ratios of Race and Literary Attitude Scale:
Attitude to Tests, etc.

<u>Literary Attitude Scale</u>	<u>Whitmore Lake</u> <u>White</u>	<u>Negro</u>	<u>Lansing</u> <u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White 131.50		.35	.45	
Negro 129.91			.17	
<u>Lansing</u>				
White 128.79				
Negro 127.88				

TABLE 131

Whitmore Lake and Lansing:
Post Test T Ratios of Race and Literary Attitude Scale:
Attitude to Tests, etc.

<u>Literary Attitude Scale</u>	<u>Whitmore Lake</u> <u>White</u>	<u>Negro</u>	<u>Lansing</u> <u>White</u>	<u>Negro</u>
<u>Whitmore Lake Score</u>				
White 133.23		.22	.49	
Negro 134.28			.37	
<u>Lansing</u>				
White 136.21				
Negro 131.32				

TABLE 132

Whitmore Lake and Lansing:
T Ratios of Age and Full Scale I.Q.

	<u>Whitmore Lake</u>		<u>Lansing</u>	
	<u>Young</u>	<u>Old</u>	<u>Young</u>	<u>Old</u>
<u>Whitmore Lake I.Q. Score</u>				
Young (94.78)		.02	1.05	.73
Old (94.86)			1.19	.70
<u>Lansing</u>				
Young (89.37)				.42
Old (91.31)				

DIAGNOSTIC EVALUATION

SUMMARY SHEET

DIAGNOSTICIAN _____ TESTING DATE _____

Name _____ Birth Date _____

Age in months, when tested _____ Years of School Completed _____

Race _____

Presenting Problem: _____

WECHSLER: Full Scale IQ _____

Verbal IQ _____

Performance IQ _____

Form given: WISC _____

WAIS _____

Scale Scores:

Information: _____

Comprehension _____

Arithmetic _____

Similarities _____

Digit Span _____

Picture Compl. _____

Picture Arrang. _____

Block Design _____

Object Assembl. _____

Coding _____

Mazes _____

Digit Symbol _____

SCHOLASTIC APTITUDE TEST:

Language _____

Word Meaning _____

Paragraph Meaning _____

Spelling _____

Average Reading _____

NAME _____

DATE _____

I

Write down all the ways you can think of for using bottles.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

NAME _____

DATE _____

II

Write down all the things you think might happen if people from Mars landed on the earth.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

NAME _____

DATE _____

III

Suppose you were trying to tell someone what kind of a person you are. Write down all the things about you he should know. You might start off with (1) How you look (2) What you like to do (3) How you feel. There might be many other things you could tell about yourself.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

(10) _____

(11) _____

(12) _____

(13) _____

(14) _____

NAME _____

DATE _____

IV

What could you do to make these things better.

(a) Telephone

(b) Bed

NAME _____

DATE _____

V

Make up as many words as you can, using the letters in this word:

M A T U R A T I O N

For example, you could make the word tin

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

NAME _____

DATE _____

I

Write down all the ways you can think of for using empty milk cartons

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____

NAME _____

DATE _____

II

Write down all the things you think might happen if we could read each other's minds and know what everybody was thinking all the time.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

NAME _____

DATE _____

III

Suppose you were trying to tell someone what kind of a person you are. Write down all the things about you he should know. You might start off with (1) How you look (2) What you like to do (3) How you feel. There might be many other things you could tell about yourself.

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____
- (9) _____
- (10) _____
- (11) _____
- (12) _____
- (13) _____
- (14) _____

NAME _____

DATE _____

IV

What could you do to make these things better?

(a) Car

(b) Shoes

NAME _____

DATE _____

V

Make up as many words as you can, using the letters in this word:

GENERATION

For example, you could make the word ate

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

NAME _____

DATE _____

I

Write down all the ways you can think of for using tin cans.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

NAME _____

DATE _____

II

Write down all the things you think might happen if we could understand birds and animals, and they could understand us.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

NAME _____

DATE _____

III

Suppose you were trying to tell someone what kind of a person you are. Write down all the things about you he should know. You might start off with (1) How you look (2) What you like to do (3) How you feel. There might be many other things you could tell about yourself.

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____
- (9) _____
- (10) _____
- (11) _____
- (12) _____
- (13) _____
- (14) _____

NAME _____

DATE _____

IV

What could you do to make these things better?

(a) Bicycle

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

(b) Chair

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
- _____
- _____
- _____
- _____

NAME _____

DATE _____

V

Make up as many words as you can, using the letters in this word:

GENERATION

For example, you could make the word ate

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

We would like to find out what you think about different things.
 At the top of each page is one word in capital letters. Use the spaces
 on the rest of the page to tell us what you think about that word.
 Here is an example:

At the top of the page you might see a word like

MONEY

is

Then you will be asked to tell what you think about MONEY. There are no
 right or wrong answers because everybody thinks different about different
 things. Maybe you think MONEY is very bad. If you do, this is the way
 you would place your X.

<u>very</u> good	<u>good</u>	<u>sort of</u> good	<u>not good</u> or bad	<u>sort of</u> bad	<u>bad</u>	<u>X</u> very bad
---------------------	-------------	------------------------	---------------------------	-----------------------	------------	----------------------

Now you make up your own mind about using your X in the other four lines.
 Use only one X for each line, don't leave out any lines, and place your X
 right on the line like this X.

MONEY

is

<u>very</u> weak	<u>weak</u>	<u>sort of</u> weak	<u>not weak</u> or strong	<u>sort of</u> strong	<u>strong</u>	<u>very</u> strong
<u>very</u> interesting	<u>interesting</u>	<u>sort of</u> interesting	<u>not inter- esting or</u> dull	<u>sort of</u> dull	<u>dull</u>	<u>very</u> dull
<u>very</u> small	<u>small</u>	<u>sort of</u> small	<u>not small</u> or big	<u>sort of</u> big	<u>big</u>	<u>very</u> big
<u>Very</u> important	<u>important</u>	<u>sort of</u> important	<u>not important</u> or unimportant	<u>sort of</u> unimportant	<u>unimportant</u>	<u>very</u> unimportant

CARS

are

very
good

good

sort of
good

not good
or bad

sort of
bad

bad

very
bad

very
weak

weak

sort of
weak

not weak
or strong

sort of
strong

strong

very
strong

very
interesting

interesting

sort of
interesting

not interesting
or dull

sort of
dull

dull

very
dull

very
small

small

sort of
small

not small
or big

sort of
big

big

very
big

very
important

important

sort of
important

not important
or
unimportant

sort of
unimportant

unimportant

very
unimportant

TELEVISION

is

very
good

good

sort of
good

not good
or bad

sort of
bad

bad

very
bad

very
weak

weak

sort of
weak

not weak
or strong

sort of
strong

strong

very
strong

very
interesting

interesting

sort of
interesting

not interesting
or dull

sort of
dull

dull

very
dull

&
very
small

small

sort of
small

not small
or big

sort of
big

big

very
big

very
important

important

sort of
important

not important
or
unimportant

sort of
unimportant

unimportant

very
unimportant

CLASSES

are

<u>very</u> good	<u>good</u>	<u>sort of</u> good	<u>not good</u> or bad	<u>sort of</u> bad	<u>bad</u>	<u>very</u> bad
---------------------	-------------	------------------------	---------------------------	-----------------------	------------	--------------------

<u>very</u> weak	<u>weak</u>	<u>sort of</u> weak	<u>not weak</u> or strong	<u>sort of</u> strong	<u>strong</u>	<u>very</u> strong
---------------------	-------------	------------------------	------------------------------	--------------------------	---------------	-----------------------

<u>very</u> interesting	<u>interesting</u>	<u>sort of</u> interesting	<u>not interesting</u> or dull	<u>sort of</u> dull	<u>dull</u>	<u>very</u> dull
----------------------------	--------------------	-------------------------------	-----------------------------------	------------------------	-------------	---------------------

<u>very</u> small	<u>small</u>	<u>sort of</u> small	<u>not small</u> or big	<u>sort of</u> big	<u>big</u>	<u>very</u> big
----------------------	--------------	-------------------------	----------------------------	-----------------------	------------	--------------------

<u>very</u> important	<u>important</u>	<u>sort of</u> important	<u>not important</u> or unimportant	<u>sort of</u> unimportant	<u>unimportant</u>	<u>very</u> unimportant
--------------------------	------------------	-----------------------------	---	-------------------------------	--------------------	----------------------------

NEWSPAPERS

are

<u>very</u> good	<u>good</u>	<u>sort of</u> good	<u>not good</u> or bad	<u>sort of</u> bad	<u>bad</u>	<u>very</u> bad
<u>very</u> weak	<u>weak</u>	<u>sort of</u> weak	<u>not weak</u> or strong	<u>sort of</u> strong	<u>strong</u>	<u>very</u> strong
<u>very</u> interesting	<u>interesting</u>	<u>sort of</u> interesting	<u>not interesting</u> or dull	<u>sort of</u> dull	<u>dull</u>	<u>very</u> dull
<u>very</u> small	<u>small</u>	<u>sort of</u> small	<u>not small</u> or big	<u>sort of</u> big	<u>big</u>	<u>very</u> big
<u>very</u> important	<u>important</u>	<u>sort of</u> important	<u>not important</u> or unimportant	<u>sort of</u> unimportant	<u>unimportant</u>	<u>very</u> unimportant

I

am

<u>very</u> good	<u>good</u>	<u>sort of</u> good	<u>not good</u> or bad	<u>sort of</u> bad	<u>bad</u>	<u>very</u> bad
---------------------	-------------	------------------------	---------------------------	-----------------------	------------	--------------------

<u>very</u> weak	<u>weak</u>	<u>sort of</u> weak	<u>not weak</u> or strong	<u>sort of</u> strong	<u>strong</u>	<u>very</u> strong
---------------------	-------------	------------------------	------------------------------	--------------------------	---------------	-----------------------

<u>very</u> interesting	<u>interesting</u>	<u>sort of</u> interesting	<u>not interesting</u> or dull	<u>sort of</u> dull	<u>dull</u>	<u>very</u> dull
----------------------------	--------------------	-------------------------------	-----------------------------------	------------------------	-------------	---------------------

<u>very</u> small	<u>small</u>	<u>sort of</u> small	<u>not small</u> or big	<u>sort of</u> big	<u>big</u>	<u>very</u> big
----------------------	--------------	-------------------------	----------------------------	-----------------------	------------	--------------------

<u>very</u> important	<u>important</u>	<u>sort of</u> important	<u>not important</u> or unimportant	<u>sort of</u> unimportant	<u>unimportant</u>	<u>very</u> unimportant
--------------------------	------------------	-----------------------------	---	-------------------------------	--------------------	----------------------------

SPORTS

are

<u>very</u> good	<u>good</u>	<u>sort of</u> good	<u>not good</u> or bad	<u>sort of</u> bad	<u>bad</u>	<u>very</u> bad
---------------------	-------------	------------------------	---------------------------	-----------------------	------------	--------------------

<u>very</u> weak	<u>weak</u>	<u>sort of</u> weak	<u>not weak</u> or strong	<u>sort of</u> strong	<u>strong</u>	<u>very</u> strong
---------------------	-------------	------------------------	------------------------------	--------------------------	---------------	-----------------------

<u>very</u> interesting	<u>interesting</u>	<u>sort of</u> interesting	<u>not interesting</u> or dull	<u>sort of</u> dull	<u>dull</u>	<u>very</u> dull
----------------------------	--------------------	-------------------------------	-----------------------------------	------------------------	-------------	---------------------

<u>very</u> small	<u>small</u>	<u>sort of</u> small	<u>not small</u> or big	<u>sort of</u> big	<u>big</u>	<u>very</u> big
----------------------	--------------	-------------------------	----------------------------	-----------------------	------------	--------------------

<u>very</u> important	<u>important</u>	<u>sort of</u> important	<u>not important</u> or unimportant	<u>sort of</u> unimportant	<u>unimportant</u>	<u>very</u> unimportant
--------------------------	------------------	-----------------------------	---	-------------------------------	--------------------	----------------------------

WRITING

is

<u>very</u> good	<u>good</u>	<u>sort of</u> good	<u>not good</u> or bad	<u>sort of</u> bad	<u>bad</u>	<u>very</u> bad
<u>very</u> weak	<u>weak</u>	<u>sort of</u> weak	<u>not weak</u> or strong	<u>sort of</u> strong	<u>strong</u>	<u>very</u> strong
<u>very</u> interesting	<u>interesting</u>	<u>sort of</u> interesting	<u>not interesting</u> or dull	<u>sort of</u> dull	<u>dull</u>	<u>very</u> dull
<u>very</u> small	<u>small</u>	<u>sort of</u> small	<u>not small</u> or big	<u>sort of</u> big	<u>big</u>	<u>very</u> big
<u>very</u> important	<u>important</u>	<u>sort of</u> important	<u>not important</u> or unimportant	<u>sort of</u> unimportant	<u>unimportant</u>	<u>very</u> unimportant

2

FOOD

is

very
good

good

sort of
good

not good
or bad

sort of
bad

bad

very
bad

very
weak

weak

sort of
weak

not weak
or strong

sort of
strong

strong

very
strong

very
interesting

interesting

sort of
interesting

not interesting
or dull

sort of
dull

dull

very
dull

very
small

small

sort of
small

not small
or big

sort of
big

big

very
big

very
important

important

sort of
important

not important
or
unimportant

sort of
unimportant

unimportant

very
unimportant

THIS PLACE

is

very
good

good

sort of
good

not good
or bad

sort of
bad

bad

very
bad

very
weak

weak

sort of
weak

not weak
or strong

sort of
strong

strong

very
strong

very
interesting

interesting sort of
interesting

not interesting
or dull

sort of
dull

dull

very
dull

very
small

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sort of
small

not small
or big

sort of
big

big

very
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very
important

important

sort of
important

not important
or
unimportant

sort of
unimportant

unimportant

very
unimportant

READING

is

very
good

good

sort of
good

not good
or bad

sort of
bad

bad

very
bad

very
weak

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sort of
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not weak
or strong

sort of
strong

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strong

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interesting

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sort of
interesting

not interesting
or dull

sort of
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sort of
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not small
or big

sort of
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big

very
big

very
important

important

sort of
important or unimportant

not important

sort of
unimportant

unimportant

very
unimportant

TESTS

are

<u>very</u> good	<u>good</u>	<u>sort of</u> good	<u>not good</u> or bad	<u>sort of</u> bad	<u>bad</u>	<u>very</u> bad
<u>very</u> weak	<u>weak</u>	<u>sort of</u> weak	<u>not weak</u> or strong	<u>sort of</u> strong	<u>strong</u>	<u>very</u> strong
<u>very</u> interesting	<u>interesting</u>	<u>sort of</u> interesting	<u>not interesting</u> or dull	<u>sort of</u> dull	<u>dull</u>	<u>very</u> dull
<u>very small</u>	<u>small</u>	<u>sort of</u> small	<u>not small</u> or big	<u>sort of</u> big	<u>big</u>	<u>very</u> big
<u>very</u> important	<u>important</u>	<u>sort of</u> important	<u>not important</u> or unimportant	<u>sort of</u> unimportant	<u>unimportant</u>	<u>very</u> unimportant

TEACHERS

are

very
good

good

sort of
good

not good
or bad

sort of
bad

bad

very
bad

very
weak

weak

sort of
weak

not weak
or strong

sort of
strong

strong

very
strong

very
interesting

interesting

sort of
interesting

not interesting
or dull

sort of
dull

dull

very
dull

very
small

small

sort of
small

not small
or big

sort of
big

big

very big

very
important

important

sort of
important

not important
or unimportant

sort of
unimportant

unimportant

very
unimportant

HOME

is

very
good

good

sort of
good

not good
or bad

sort of
bad

bad

very
bad

very
weak

weak

sort of
weak

not weak
or strong

sort of
strong

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very
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sort of
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not interesting
or dull

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sort of
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not small
or big

sort of
big

big

very
big

very
important

important

sort of
important

not important
or
unimportant

sort of
unimportant

unimportant

very
unimportant

MAGAZINES

are

very
good

good

sort of
good

not good
or bad

sort of
bad

bad

very
bad

very
weak

weak

sort of
weak

not weak
or strong

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not interesting
or dull

sort of
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not small
or big

sort of
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big

very
big

very
important

important

sort of
important

not important
or
unimportant

sort of
unimportant

unimportant

very
unimportant

WORK

is

<u>very</u> good	<u>good</u>	<u>sort of</u> good	<u>not good</u> or gad	<u>sort of</u> bad	<u>bad</u>	<u>very</u> bad
<u>very</u> weak	<u>weak</u>	<u>sort of</u> weak	<u>not weak</u> or strong	<u>sort of</u> strong	<u>strong</u>	<u>very</u> strong
<u>very</u> interesting	<u>interesting</u>	<u>sort of</u> interesting	<u>not interesting</u> or dull	<u>sort of</u> dull	<u>dull</u>	<u>very</u> dull
<u>very</u> small	<u>small</u>	<u>sort of</u> small	<u>not small</u> or big	<u>sort of</u> big	<u>big</u>	<u>very</u> big
<u>very</u> important	<u>important</u>	<u>sort of</u> important	<u>not important</u> or unimportant	<u>sort of</u> unimportant	<u>unimportant</u>	<u>very</u> unimportant

BOOKS

are

<u>very</u> good	<u>good</u>	<u>sort of</u> good	<u>not good</u> or bad	<u>sort of</u> bad	<u>bad</u>	<u>very</u> bad
<u>very</u> weak	<u>weak</u>	<u>sort of</u> weak	<u>not weak</u> or strong	<u>sort of</u> strong	<u>strong</u>	<u>very</u> strong
<u>very</u> interesting	<u>interesting</u>	<u>sort of</u> interesting	<u>not</u> interesting or dull	<u>sort of</u> dull	<u>dull</u>	<u>very</u> dull
<u>very</u> small	<u>small</u>	<u>sort of</u> small	<u>not small</u> or big	<u>sort of</u> big	<u>big</u>	<u>very</u> big
<u>very</u> important	<u>important</u>	<u>sort of</u> important	<u>not important</u> or unimportant	<u>sort of</u> unimportant	<u>unimportant</u>	<u>very</u> unimportant

Name _____
Date _____

HOW MUCH DO YOU LIKE

Since all people are different, they like different things and they like them in different amounts. We would like to learn HOW MUCH YOU LIKE certain things about school. The way to mark this section is this: the more you like something, the more points you give it. The things you like very little, you mark 1. The things you like very much, you mark 7. You can choose any number from 1 to 7. Mark the number you choose by drawing a circle around it.

A. Playing games or sports at school.

like a little 1 2 3 4 5 6 7 like a lot

B. Being in a school that has a library.

like a little 1 2 3 4 5 6 7 like a lot

C. Learning how to read and write well.

like a little 1 2 3 4 5 6 7 like a lot

D. Learning about people and places.

like a little 1 2 3 4 5 6 7 like a lot

E. Learning about arithmetic or mathematics.

like a little 1 2 3 4 5 6 7 like a lot

F. Being at a place where there are many others my own age.

like a little 1 2 3 4 5 6 7 like a lot

G. Reading books and magazines.

like a little 1 2 3 4 5 6 7 like a lot

H. Writing about things.

like a little 1 2 3 4 5 6 7 like a lot

NAME _____

DATE _____

CLASS _____

TEACHER _____

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check in the column "LIKE ME." If the statement does not describe how you usually feel, put a check in the column "NOT LIKE ME."

There are no right or wrong answers.

	LIKE ME	NOT NIKE ME
EXAMPLE: I'm a hard worker. _____		

1. I spend a lot of time thinking and wondering. _____		
2. I'm pretty sure of myself. _____		
3. I often wish I was someone else. _____		
4. I'm easy to like. _____		
5. I find it very hard to talk in front of the class. _____		
6. I wish I was younger. _____		
7. I'd change a lot of things about myself if I could. _____		
8. I can make up my mind without too much trouble. _____		
9. I'm a lot of fun to be with. _____		
10. I'm proud of my school work. _____		
11. Someone always has to tell me what to do. _____		
12. It takes me a long time to get used to anything new. _____		
13. Lots of times I'm sorry for the things I do. _____		
14. I'm popular with kids my own age. _____		

	LIKE ME	NOT LIKE ME
15. I'm doing the best work I can. _____		
16. I give in very easily. _____		
17. I can usually take care of myself. _____		
18. I'm pretty happy. _____		
19. I would rather play with kids younger than me. _____		
20. I like to be called on in class. _____		
21. I understand myself. _____		
22. It's pretty tough to be me. _____		
23. Things are all mixed up in my life. _____		
24. Kids usually follow my ideas. _____		
25. I'm not doing as well in school as I'd like to. _____		
26. I can make up my mind and stick to it. _____		
27. It's better to be a girl than a boy. _____		
28. I have a low opinion of myself. _____		
29. I don't like to be with other people. _____		
30. I often feel upset in school. _____		
31. I often feel ashamed of myself. _____		
32. I'm not as nice looking as most people. _____		
33. If I have something to say, I usually say it. _____		
34. Kids pick on me a lot. _____		
35. My teacher makes me feel I'm not good enough. _____		
36. I don't care what happens to me. _____		
37. I don't do things very well. _____		

	LIKE ME	NOT LIKE ME
38. I get upset easily when I'm scolded. _____		
39. Most people are better liked than I am. _____		
40. I often get discouraged in school. _____		
41. Things usually don't bother me. _____		
42. I can't be depended upon. _____		
43. Books are things I like to have around. _____		
44. I read a newspaper almost every day. _____		
45. I like to write things down when I think about them. _____		
46. I usually read something when I have some free time. _____		
47. I get pretty nervous when I have to explain something. _____		
48. I hate books. _____		
49. There are lots of magazines I am interested in. _____		
50. Writing is something I can do without. _____		
51. It's better to be a grown-up than a kid. _____		

NAME _____

DATE _____

HOW DO YOU FEEL ABOUT THINGS IN CLASS?

I am going to be asking you some questions--questions different from the usual school questions, for these are about how you feel and so these questions have no right or wrong answers.

No one but myself will see your answers to these questions, not your teacher, principal, or your parents. Read each question with me as I read the question aloud. You can answer each question by circling just one of the letters right below the question.

These questions are about how you think and feel and therefore have no right or wrong answers. People think and feel differently. The person next to you might answer a question in one way. You might answer the same question in another way but both would be all right because you feel differently about the matter.

Remember, I shall read each question, including the kinds of answers you can give. Wait until I finish reading the question and then answer. Give only one answer for each question.

1. Do you worry when the teachers say that they are going to ask you questions to find out how much you know about a subject?

1. Worry a lot
2. Worry some
3. Worry a little
4. Never worry

2. Do you worry about whether you will be promoted, that is, passing from one class to the next class at the end of a year?

1. Worry a lot
2. Worry some
3. Worry a little
4. Never worry

3. When the teacher asks you to answer questions in front of the class, are you afraid that you are going to make some bad mistakes:

1. Often
2. Sometimes
3. Once in a while
4. Never

NAME _____

page 2

DATE _____

4. When teachers say that they are going to call on students to do some problems, do you hope they will call on someone else?

1. Often
2. Sometimes
3. Once in a while
4. Never

5. Do you dream at night that you are in school and cannot answer a teacher's question?

1. Often
2. Sometimes
3. Once in a while
4. Never

6. When you think you are going to be called on by a teacher, does your heart begin to beat fast?

1. Often
2. Sometimes
3. Once in a while
4. Never

7. When a teacher is explaining a hard subject, do you feel others in the class understand it better than you do?

1. Often
2. Sometimes
3. Once in a while
4. Never

8. Before you fall asleep do you worry about how well you are going to do in class the next day?

1. A lot
2. Some
3. A little
4. Never

NAME _____

DATE _____

9. When a teacher asks you to write on the blackboard in front of the class, does your hand shake?

1. Never
2. A little
3. Some
4. A lot

10. Do you worry more about school than other students?

1. A lot more than others
2. More than others
3. A little more than others
4. About the same as others

11. When you are thinking about your school work for the next day, do you become afraid that you will get the answers wrong when a teacher calls on you?

1. Often
2. Sometimes
3. Once in a while
4. Never

12. If you are sick and miss class, are you afraid you will be way behind the other students when you return?

1. Very much
2. Some
3. A little
4. No

13. Do you dream at night that others in your class can do things better than you?

1. Often
2. Sometimes
3. Once in a while
4. Never

NAME _____

DATE _____

14. When you are thinking about your classwork for the next day, do you worry that you will do poorly?

1. Often
2. Sometimes
3. A little
4. Never

15. When you think you are going to be called on by a teacher, do you get a funny feeling in your stomach?

1. Often
2. Sometimes
3. Once in a while
4. Never

16. If you do very poorly when a teacher called on you, does it bother you and make you feel unhappy?

1. Very much
2. Some
3. A little
4. Never

17. Do you ever dream that a teacher is angry because you don't know the material?

1. Often
2. Sometimes
3. Once in a while
4. Never

18. Are you afraid of school tests?

1. A lot
2. Some
3. A little
4. Never

NAME _____

DATE _____

19. Do you worry before you take a test?

1. A lot
2. Some
3. A little
4. Never

20. Do you worry while you are taking a test?

1. A lot
2. Some
3. A little
4. Never

21. After you have taken a test, do you worry about how well you did on the test?

1. A lot
2. Some
3. A little
4. Never

22. Do you dream at night that you did poorly on a test you had in school that day?

1. Often
2. Sometimes
3. Once in a while
4. Never

23. When you are taking a test does your hand shake?

1. A lot
2. Some
3. A little
4. Never

NAME _____

DATE _____

24. When teachers say they are going to give the class a test, do you become afraid you'll do poorly?

1. A lot
2. Some
3. A little
4. Never

25. When you are taking a difficult test, do you forget some things you knew well before you started taking the test?

1. Often
2. Sometimes
3. Once in a while
4. Never

26. Do you ever wish that you didn't worry so much about tests?

1. Often
2. Sometimes
3. Once in a while
4. Never

27. When teachers say they are going to give the class a test, do you get a nervous feeling?

1. Often
2. Sometimes
3. Once in a while
4. Never

28. While you are taking a test do you usually think you are doing poorly?

1. Often
2. Sometimes
3. Once in a while
4. Never

NAME _____

DATE _____

29. While you are on your way to school do you worry that you might have a test?

1. Often
2. Sometimes
3. A little
4. Never

30. While you are taking a test do your hands ever feel sweaty?

1. Often
2. Sometimes
3. Once in a while
4. Never

NAME _____

DATE _____

TEACHER'S ACHIEVEMENT RATING

For various reasons, standardized tests are not always the best indication of a pupil's academic achievement. Teachers who have spent time with a student over an extended period often have some very definite ideas which prove valuable.

Would you estimate the grade level at which this pupil is NOW able to perform as seen in his classroom efforts. Leave blank those subjects which you have had no opportunity to observe.

Present reading grade level _____

Present language usage grade level _____

Present spelling grade level _____

Present arithmetic/math grade level _____

Now for the same areas, estimate what the student could do if he were using his full capacity. For some students, the two estimates will be the same, for others there may be marked differences.

Potential reading grade level _____

Potential language usage grade level _____

Potential spelling grade level _____

Potential arithmetic/math grade level _____

Diagnostician's Name _____ Student's Name _____
Identification number _____

DIAGNOSTICIAN'S EVALUATION FORM

Directions:

For each statement below, place an X in the space that best describes the person you are rating. Even though you may be unsure about some of the categories, do not leave any items blank.

1. Pupil's capacity to form interpersonal relationships with peers.

High _____ Low

2. Pupil's capacity to form interpersonal relationships with adults.

Low _____ High

3. Evidence of a psychotic process.

None found _____ Probability for psychosis great

4. Sense of self worth and self esteem.

feels inadequate _____ feels adequate
an worthless _____ and competent

5. Evidence of anxiety.

Overwhelming and _____ Little apparent
debilitating _____

6. Probable relationship to teachers.

Wanting to be accepted _____ Rejecting all
and liked _____ overtures and
maintaining a
highly independent
stance

7. Evidence of organic impairment.

Diagnosed significant _____ None found
impairment _____

8. Probable attitude towards school.

Positive _____ Negative

9. Frustration tolerance

Becomes upset easily when things happen _____ rarely becomes upset

10. Probable attitude towards classroom limits.

Accepts _____ Rebels

11. General emotional adjustment

Poor _____ Good

12. Evidence of a character disorder

none found _____ significant evidence noted

13. Tendency to become withdrawn from people and things around him.

High _____ Low

14. Probable attention span in school

Needs constant reminders and direction _____ Capable of sustained work

15. Amount of self control

well controlled _____ Frequent breakdowns

16. Evidence of problems that are primarily neurotic in nature.

significant evidence noted _____ none found

17. Reaction to failure

Tends to work harder for mastery _____ Gives up in anger or gives up after denying concern

18. Acts without considering the consequences.

Usually _____ Rarely

19. Motivation for school work and learning

High _____ Low

Teacher's Name _____ Student's Name _____
Subject and Grade Level _____ Identification Number _____

TEACHER'S EVALUATION FORM

Directions:

For each statement below, place an X in the space that best describes the person you are rating. Even though you may be unsure about some of the categories, do not leave any items blank.

1. Pupil's capacity to form interpersonal relationships with peers.

High _____ Low

2. Pupil's capacity to form interpersonal relationships with adults.

Low _____ High

3. Evidence of anxiety

Little apparent _____ Overwhelming and debilitating

4. Frustration tolerance

becomes upset easily _____ Rarely becomes upset
when things happen _____

5. Sense of self worth and self esteem

feels adequate _____ feels inadequate
and competent _____ and worthless

6. Attitude towards classroom limits

Rebels _____ Accepts

7. General emotional adjustment

Good _____ Poor

8. Tendency to become withdrawn from people and things around him

High _____ Low

9. Relationship to teachers

Wants to be accepted
and liked _____ Rejects all
overtures

10. Attention span in school

Needs constant reminders
and direction _____ Capable of
Sustained work

11. Amount of self control

Well
controlled _____ Frequent
breakdowns

12. Attitude towards school

Negative _____ Positive

13. Motivation for school work and learning

High _____ Low

14. Reaction to failure

Gives up in anger
or gives up _____ Tends to work
after denying concern harder
for mastery

15. Acts without considering the consequences

Usually _____ Rarely

APPENDIX B

STUDY GUIDE TO WEST SIDE STORY

A SAMPLE THREE WEEK STUDY GUIDE FOR

WEST SIDE STORY

Ann C. Farnell, English Teacher
W. J. Maxey Boys Training School
Whitmore Lake, Michigan

INTRODUCING THE BOOK

Since West Side Story has been widely shown as a movie, the sound track played frequently on the radio and as part of personal record collections, the music sung and danced on television and the book available here at school, the teacher will probably find most of the class have some recognition of the title. This can be a handicap in that some students will immediately turn-off and feel "I already know it." The teacher can capitalize on this, however, by encouraging those very students to tell a little about what they know. After some brief discussion, the teacher can point out something rather unique about this book that probably most students will not know. That is, that the book is a novelization of the play which was adapted to a movie. Usually plays and movies are taken from books, thus, we have the "Which did you enjoy most, the movie or the book?" question. In this instance, however, the question needn't be asked because there is little or no variation. This might be a good opportunity to touch on West Side Story as an operetta where the important dialogue is sung and the scenes danced rather than spoken and acted. The teacher can remind the class that even though the situation centers around teen-age gangs in the big city, and it may seem inappropriate that a fight scene is sung and danced in part, that this is just one other way of expressing some real life situations. The reality is simply enhanced by the singing and dancing. Here, then, lies the big advantage of reading the book for those students who were repelled by the movie. There is no singing and dancing in the book, of course. It is straight dialogue and reads like any other story.

West Side Story

OVERALL OBJECTIVES:

1. To show how fear and dissatisfaction with oneself and one's way of living cause:
 - A. Some people to try to change the status quo, and,
 - B. Other people to fight tooth and nail to maintain the status quo.
2. To show that fear and dissatisfaction cause:
 - A. Some people to group together in order to protect their interests, and,
 - B. Other people to band together to try to better their interests.
3. To show how fear and dissatisfaction cause:
 - A. Some people to "go along" even though they don't really approve, and,
 - B. Other people to try to break away without really being firm in their disapproval.
4. To show how the same motivations of fear and dissatisfaction were the conditions that created the two gangs.
5. To show how failure to recognize and understand their similarities caused them only to see their differences.
6. To show how hatred is a result of dissatisfaction, fear, frustration, lack of love, failure to recognize similarities and relentless concentration on differences.
7. To show how two individuals were temporarily able to overcome their personal fears and group frustrations to love each other.
8. To show how the gang's "group-hatred" caused them to destroy the "individual-love" of Tony and Maria.
9. To show how common hatred led to a common tragedy.

10. To show how hate, instead of solving problems, only created more hatred and compounded the tragedy.
11. To show the correlations between prejudice and ignorance, dissatisfaction and fear.
12. To encourage investigation of other people's and one's own attitudes toward other people.
13. To develop vocabulary.
14. To encourage empathy or "putting oneself in the other person's shoes."
15. To encourage personal comparison of one's own feelings with story book characters.
16. To show that literature, music, art, plays and movies are expressions of situations that can and usually are or have been true to life.
17. To show how the needs for acceptance, status, and recognition are basic human traits.
18. To show how "friendship" can be abused and used selfishly.
19. To show how vengeance perpetuates problems.
20. To show how good intentions, if not thought out carefully, can lead to tragedy for everyone.
21. To encourage oral, written, graphic, and dramatic expression from the students.

Study Sheet I
Chapter One, pp. 1-16
West Side Story

Name _____
Date _____

Date Due _____

DAILY OBJECTIVES

1. To see the personal conflicts within the Jets.
 - A. Action vs. Riff
 - B. Riff vs. Tony
 - C. Baby-Face vs. the gang
 - D. Anybody's vs. the gang
2. To see the conditions that creat gangs.
 - A. Dissatisfaction
 - B. Fear
 - C. No direction
3. To see the attitudes that permit gangs to flourish.
 - A. The landlord and other tenants
 - B. The police force

DISCUSSION QUESTIONS

1. Who is Riff Lordon? _____
2. List as many members of the Jets as you can find in the first chapter.

3. How is Tony "different" from the Jets now? _____

4. How has Tony both disappointed and helped Riff? _____

Name _____

5. If Action wants to be the leader of the Jets, why doesn't he challenge Riff? _____
_____.
6. What are both Baby-Face and Anybody's trying to do in reference to the gang? _____

7. How do the landlord and other tenants feel about the Jets vs. the Puerto Ricans? _____

8. Even though Sargeant Krupke and Detective Schrank question the Jets about the stink bomb, how do they really feel about Puerto Ricans? _____

9. How do Schrank and Krupke feel about their jobs and the kind of job they are doing? _____

Study Sheet II
Chapter one, pp. 17-22
West Side Story

Name _____

Date _____

DAILY OBJECTIVES

1. To see why people leave their native countries to come to a new country.
 - A. Living conditions in Puerto Rico
 - B. Living conditions in New York
 - C. Hopes carried to the new country (Maria)
 - D. Reality of the new country (Bernardo)
2. To see how the Puerto Ricans clung together, just as the Jets did, but for different reasons.
 - A. Family unity
 - B. Same nationality
 - C. Inability to be accepted by the majority
 - D. Protection within the minority

DISCUSSION QUESTIONS

1. List at least three reasons why the Puerto Ricans left their native country to come to New York City. _____

2. From Bernardo's and Maria's conversation on the roof, what ideas do you get about their family life? _____

3. How does Maria feel about being in America? _____

Name _____

study sheet II, page 2
West Side Story

4. In contrast, how does her brother Bernardo now feel about being in America? _____

5. Do you think Bernardo probably had the same attitude as Maria when he first came? _____. Why do you think he did or didn't? _____

6. Since Puerto Rico is a territory of the United States and Puerto Ricans are considered American citizens, do you think Bernardo has a right to be so bitter? Explain your answer.

7. If you were Bernardo, do you think you would feel the same? If so, why or if not, why not? _____

8. What do you think the saying "Misery loves company" means? How does this saying apply to the Jets and Sharks? _____

9. What do you think the saying "Blood is thicker than water" means? Can this saying apply to the Jets and Sharks? _____
How? _____

Study Sheet III
Chapters Two and Three,
pp. 22-46.
West Side Story

Name _____

Date _____

Date Due _____

DAILY OBJECTIVES

1. To see how Tony was trying to break away from the Jets.
2. To see how Riff used friendship to pressure Tony.
3. To see how Doc and Senora Mantanios had similar problems.
 - A. Doc and Tony
 - B. Sra. Mantanios and Maria
 - C. Their stores
4. To see the basis of Anita's and Maria's friendship.
 - A. Maria is Bernardo's sister
 - B. Both are Puerto Ricans
5. To see Maria's dissatisfaction with Chino.

MATCHING QUESTIONS AND ANSWERS

Directions: In the underlined blanks write the letter of the answer that best completes the statement.

- | | |
|---|---|
| 1. Tony decided to quit the Jets because _____. | A. otherwise you don't belong, you're nowhere, and belonging puts you on top of the world. |
| 2. Riff got the Jet's leadership because + _____ | B. of tony's and Riff's friendship |
| 3. "Blood is thicker than water" could apply to both _____ and _____. | C. of discontent at the nagging sense of inferiority, of being ignorant, which cool talk couldn't change. |
| 4. Doc complained about iron shutters over the store windows because _____. | D. of tony's and Doc's friendship |
| 5. Tony attributes the shutters to _____. | E. of all gangs and their destructiveness. |

continued next page

Name _____

study sheet III, page 2
West Side Story

6. Riff tells us he's in a gang because _____. F. Tony has passed it on.
7. Sra. Mantanios wants the doors locked and the shutters closed because _____. G. of Maria's and Anita's friendship.
8. All the characters in this section are similar because _____. I. others desires seem more important than her own.
9. Maria is dissatisfied because _____. J. the P.R.'s.
- K. they are trying to protect their interests.

Study Sheet IV
Chapter 4, pp. 46-69
West Side Story

Name _____

Date _____

Date Due _____

DAILY OBJECTIVES

1. To see the role of Murry Benowitz, the social worker.
 - A. His hopes about the value of his work.
 - B. The realities he didn't expect.
 - C. His frustrated, but continued will to help.
2. To see how Tony's values changed enough to allow him to be attracted to a Puerto Rican.
3. To see how Maria's prejudice toward American's was too weak to ignore Tony.
4. To see how even passive Chino overcame his fear when his interest (Maria) was threatened.
5. To see Bernardo protect his interest (Maria), but became enraged because she "crossed" the gang line.

DISCUSSION QUESTIONS

1. Why had Murry Benowitz's other neighborhood dances failed? _____

2. How had his experiences with these kids changed his view of the world?

3. If you were Murry Benowitz, would you have kept trying to better things? Explain your answer fully.

Name _____

study sheet IV, page 2
West Side Story

4. What emotion did Maria first experience when Tony danced with her?

5. Why was Maria afraid? _____
6. Up to now, what kind of picture do we have of Chino? How does this picture change when he sees Maria with Tong? _____

7. Do you think Bernardo should have gotten so angry with Maria? Explain your answer.

8. If you were Tony, would you have left Maria alone rather than get involved? Explain your answer.

Study Sheet V
Chapters 5 and 6
West Side Story

Name _____

Date _____

Date Due _____

DAILY OBJECTIVES

1. To see Tony try to solve the gang's and his personal conflicts.
 - A. Persuade the gangs to fight one-to-one or not at all.
 - B. Make Maria happy by arbitrating.
2. To see how Riff's loyalty to Tony gave Bernardo the opening to vent his hatred.
3. To see how frustrated love, bravery, friendship, etc. add fuel to fear and hatred.
4. To see the tragic results of tormented emotions.

DISCUSSION QUESTIONS

1. In the Coffee Pot, how did the Jets act? What was their spirit and feeling about the coming fight? _____

2. How did Tony suggest the fight should be handled? Why? _____

3. Why did Tony show up at the fight? What did he intend to do? _____

4. What events thwarted his good intentions? _____

5. He soon realized he might have handled things differently. What did he realize he could have done if he had thought more clearly? _____

Name _____

study sheet V, page 2
West Side Story

6. What were the final results of the fight? _____

Study Sheet VI
Chapters 7, 8, 9 and 10,
pp. 95-120
West Side Story

Name _____

Date _____

Date Due _____

DAILY OBJECTIVES

1. To see the after affects of the fight on everyone else.
 - A. Maria and Tony
 - B. Chino and Anita
 - C. The other Jets
2. To see how futile revenge is as a problem solver.
3. To see how good intentions are not enough.
4. To see how the final tragedy was shared by all.

DISCUSSION QUESTIONS

1. What changes did Maria go through in her feelings about Tony after learning he killed her brother? _____

2. Why did Chino really kill Tony? To avenge Bernardo's death, to avenge his rejection by Maria, or both? Explain your answer.

3. If you had been Chino, what would you have done? _____

4. How did the other Jets feel about Tony afterwards? _____

Name _____

study sheet VI, page 2
West Side Story

5. How did the other Jets feel about themselves and the whole incident later? _____

6. In Chapter Nine, when Maria and Tony are talking about Riff, what new discoveries do they make about Riff's and Tony's friendship? How do they decide Riff and Bernardo are alike? _____

7. What do they conclude about Riff's and Bernardo's futures had they lived? _____

8. Why does Maria feel Tony was not doomed to the same destiny as Riff and Bernardo? _____

9. Why, then, is Tony's death the real tragedy amid tragedy? _____

10. How does Anita try to prove her strong friendship for Maria? _____

Name _____

study sheet VI, page 3
West Side Story

11. Anita's intentions, like Tony's, were good when she left the drugstore. What happened to cause her to change her mind? What was the result? Why did she change the message? What could she have done instead? _____

12. What is the meaning of the last sentence on page 120, "And if things did not change, the way it would always be?" _____

ENRICHMENT ACTIVITIES

A. Chapter One, pp. 1-16

1. Write a character sketch of either or both Detective Schrank and/or Officer Krupke. What kind of men are they? What are their goals and ambitions? How do they feel about themselves, their work, the neighborhood, each other, the kids, the city, Puerto Ricans, etc.

Date Due: _____

2. Draw a picture illustrating any particular incident in the first chapter which interested you.

Date Due: _____

3. Make a list with definitions of vocabulary words from the first chapter which you were not familiar with before. Keep the list up as you read. Hand in at the end of the book as a vocabulary booklet.

Date Due: _____

4. Describe a time when you felt or experienced thoughts or events like those of the characters in the first chapter.

Date Due: _____

5. Draw a group or individual picture of the various characters mentioned in the first chapter.

Date Due: _____

B. Chapter One, pp. 17-22

1. Write a report on the history of Puerto Rico.

Date Due: _____

2. Find out as much as you can about the words "prejudice," "scapegoat" and "status quo." Find out for yourself what they mean, but take a poll of the people around you and see how many other people know what they mean. Keep track of the answers, right or wrong, that you get. Also record the age or approximate age of the people you poll.

Date Due: _____

Name _____

enrichment activities, page 2

3. Find out what a minority group is and write a report on the history of one or many minority groups in this country.

Date Due: _____

4. Keep a scrapbook for a week or two of any incidents you find in the newspaper of prejudice or progress made by a minority group in obtaining their rights.

Date Due: _____

C. Chapters Two, Three and Four, pp. 22-69

1. Keep a list of the Spanish words you find throughout the story and look up their meanings.

Date Due: _____

2. Write a description of someone who reminds you of any of the characters in the story without giving their real name.

Date Due: _____

3. Write a report on Social Work and what social workers do.

Date Due: _____

4. Draw a map of Puerto Rico giving information as to its size, population, major products, industries and agriculture, government and distance from New York City.

Date Due: _____

5. Try to find information as to other locations in the United States with a heavy minority group population. For example, California and Washington have large Oriental populations. Give some statistics such as numbers of people, when most came and why.

Date Due: _____

Name _____

enrichment activities, page 3

D. Chapters Five and Six, pp. 70-95

1. Give an oral or written report on a time when you were most afraid. What events led up to the situation. How did you feel or know you were afraid, i.e., did you shake and cry, or say things you didn't mean to say, etc.? What did you do about it? If you could, would you handle the situation in the same way? If not, how else would you handle it?

Date Due: _____

2. Write a newspaper article reporting the deaths of Bernardo and Riff. Give a little history as to the cause of the gang fight and how these fights can be prevented in the future.

Date Due: _____

3. Tell about a time you were involved in a similar incident. What led up to it and what were the results.

Date Due: _____

4. Tell or write about why Riff's and Bernardo's deaths are considered tragic. How do you think this will affect the rest of the characters in the story?

Date Due: _____

E. The Concluding Activities cover the whole book.

1. Form small groups, perhaps from two to three boys, and reenact any of the major scenes in the story. Act out what took place in the story, and then act out your own version of how the situation could have been handled so nobody got hurt.

2. Write an analysis of the various friendships described in the story. What is friendship to you? How far does a person go for a friend? How were friendships distorted and abused in the story? Compare Anita's and Maria's friendship with Tony's and Riff's.

Name _____

3. Give oral reports on any facets of the story that interested you. For example, some facets might be: prejudice, love, hate, revenge, dissatisfaction, status, hope, acceptance, kindness. You could tell what these words mean to you and use various characters from the story to support your ideas.
4. Write or tell about how you felt when you had finished the story. Did it affect you personally in any way? Did you feel sorry for anyone? if so, why? What parts made you feel happy?
5. Not too much attention is paid to Doc and Tony's mother in the story. Write or tell how you think they felt afterwards. Support your views by including the information available about these people.
6. Tell or write about your own mother or a good adult friend. What do they expect of you? How have they tried to help you? If you have disappointed them, how did you know? How do they feel about you now?
7. Write another version of how the story could have ended. How would you have liked to have seen it end?
8. Give oral or written book reports on any books you read that could relate to this story in some way. Tell what you think the relationship is between the book you read and this story.
9. Individually or in a small group, draw a mural depicting some of the major scenes from the book.
10. Write or tell about a gang you know about and some of their activities.
11. Form a panel to discuss Gangs.
12. Write your own version of West Side Story using some real life people you are acquainted with.

SAMPLE DAILY LESSON PLAN

West Side Story

First Week

Day One	Day Two	Day Three	Day Four	Day Five
Intro. book and review Overall Obj. with class Begin reading Chapt. I Finish ch.I	Review S.S.I Write out S.S.I Explain Enrich. Act. Group to select En. Act. to be started tonight. Start Enrich. Continue reading	Discuss S.S.I Intro. S.S.II Review Obj. Write out S.S.II <u>First Week Homework</u> Finish S.S. II Continue reading Work on En.Act.	Discuss S.S. II Work on En.Act. or Intro. S.S. III (If using S.S.III as test, Ch. 1-3 be read by tomorrow) Read Ch.1-3 Work on En. Act. due Mon.	Review S.S. III to be done in class or use as either open or closed book test. Pass out S.S. IV for homework. S.S. IV and En. Act. due Day Six

Second Week

Day Six	Day Seven	Day Eight	Day Nine	Day Ten
Hand in En.Act. Discuss S.S.IV Pass out S.S.V and review Read Ch. 5 and 6 Complete S.S. V	Discuss S.S.V Pick En. Act. again. Work in class. Work on En.Act. Read Ch. 7 and 8	Cont. En.Act. Review S.S.VI Start S.S. VI <u>Second Week Homework</u> Cont. reading (Ch. 9 and 10) Work on En. Act. due Day Ten	Continue S.S.VI discussion. Work on En.Act. Work on En.Act.	Hand in En.Act. Finish discussion Motivate for concluding Act.

Third Week

Day Eleven	Day Twelve	Day Thirteen	Day Fourteen	Day Fifteen
Work on Con.Act. Begin presentations on Day Thirteen	Continue Con. Act.	Begin presentations until finished.		

West Side Story

Name _____

RELATED READING

All of the listed books below relate directly or indirectly to West Side Story and can be found in the school library.

AUTHORTITLE

Elizabeth Kytle	WILLIE MAE
Louisa Shotwell	ROOSEVELT GRADY
John Steinbeck	TRAVELS WITH CHARLEY
Anne Frank	THE DIARY OF A YOUNG GIRL
Ethel Waters	HIS EYE IS ON THE SPARROW
Richard Griffin	BLACK LIKE ME
Richard Wright	BLACK BOY
Richard Wright	NATIVE SON
Richard Wright	UNCLE TOM'S CHILDREN
Nathaniel Hawthorne	THE SCARLET LETTER
John Hersey	THE WALL
Harry Golden	MR. KENNEDY AND THE NEGROES
W. H. Hudson	GREEN MANSIONS
M. L. King, Jr.	WHY WE CAN'T WAIT
Louis Lomax	WHEN THE WORD IS GIVEN
Louis Lomax	THE NEGRO REVOLT
Chester Himes	THE THIRD GENERATION
Harper Lee	TO KILL A MOCKINGBIRD
Leon Uris	EXODUS
James Baldwin	GO TELL IT ON THE MOUNTAIN

APPENDIX C

STUDY GUIDE TO ANNE FRANK: DIARY OF A YOUNG GIRL

A STUDY GUIDE FOR
ANNE FRANK: THE DIARY OF A YOUNG GIRL

Published by Pocket Books, Inc.
630 Fifth Avenue, N.Y., N.Y.
-50039

Ann C. Farnell, Teacher
Roosevelt Junior High School
San Diego, California

TO THE TEACHER

ANNE FRANK: THE DIARY OF A YOUNG GIRL is a book so rich in material that it can be used effectively in a number of educational settings. The teacher will note that included in this study guide are separate introductions designed for use in the English, history, or family living classrooms. The rest of the study guide, however, is completely integrated with no such delineations. The purpose of this format is to give the teacher and students a secure beginning within the confines of their particular subject matter, and to enable the teacher to expand her focus when she so desires. Thus, the history teacher may find herself painlessly dealing with language activities such as the student journal, and the English teacher relating yesterday's history to today's political events through newspapers and magazines.

A list of vocabulary words is also included which can be used for spelling, dictionary, or reading practice. Along with the vocabulary list, there is a compilation of interesting quotations taken from the book which can be used to stimulate journal writing or impromptu paragraphs. In addition, there is a list of paperback books dealing with the European phase of World War II, the history of the Jewish people, and related current problems. A guide to pertinent periodical literature, available in most public libraries, is also included for possible research by the teacher or interested students.

INTRODUCING THE BOOK
in the English classroom

"I see the eight of us with our 'Secret Annexe' as if we were a little piece of blue heaven, surrounded by heavy black rain clouds...Now we are so surrounded by danger and darkness that we bump against each other, as we search desperately for a means of escape...Oh, if only the black circle could recede and open the way for us!"

Anne Frank, age fourteen, wrote the above words in a rare moment of despair. For her, the black circle never did recede, yet through her book, THE DIARY OF A YOUNG GIRL, she opened the way for countless people of all ages, nationalities, religions, races, and occupations to greater insights and appreciation of the human spirit.

The impressive fact is that Anne, despite living at a time when the world was torn by World War II, despite living with seven other people for over two years in crowded and deprived conditions, despite the daily fear of discovery and concentration camps, wrote primarily as a teen-ager. Her thoughts, emotions, attitudes, problems, and behavior were not unlike what most teen-agers the world over experience.

The difference, however, is that Anne put on paper what so many of us put in the back of our mind or perhaps in the confidence of another person. Anne's best friend was her diary and because the diary was written in trust and confidence, Anne had no need to be anything less than truthful.

Anne Frank wanted to write. She wanted to write because it gave her pleasure and comfort. She did not anticipate that her words would be published. She wrote because she enjoyed writing, not because she needed readers to read what she wrote. Anne's diary, however, has been published in twenty-one different countries and translated into as many different languages. In Europe, there are orphanages, schools, and streets named after Anne Frank. Moreover, her story has been produced as a Broadway play and Hollywood movie.

Anne Frank was never permitted to become the adult she hoped to be. But her name and the nobility her writing represents will continue to live as long as her book is published and people exist to read it.

INTRODUCING THE BOOK
in the History classroom

ANNE FRANK: THE DIARY OF A YOUNG GIRL is a book published in Holland shortly after World War II. It is the journal of a teen-age girl who, with seven other people, hid for over two years in the upper floors of an office building in Amsterdam. The reason for their isolation was tragically simple: They were all members of the Jewish faith. Adolph Hitler, the tyrant of Germany, had declared that all Jews were to be imprisoned and killed as enemies of the people. Anne Frank and six million other Jews did, in fact, meet their deaths in concentration camps throughout Germany, Austria, Holland and Poland. Her diary, however, exists today as a continuing reminder that the good in spirit cannot be killed because that spirit will always defy and defeat those intent on persecution and extermination,

Today the world is still in the throes of political and social unrest. In our own country as well as other countries, minority groups are in a continuous struggle for full equality. There are those individuals and groups who continue to insist that people are born superior or inferior on the basis of their race, religion, or nationality.

While a cold war is being waged, there are people who support their pacifism and conscientious objections to war of any kind with arguments based on the Nuremberg Trials. On

the other hand, there are many people who use World War II as devastating example of what occurs when freedom loving people fail to take immediate action against an aggressor government.

In the long history of mankind, thirty years is a short time. Almost every phase of our political, economic, and social situation today dates back to World War II. When one considers events since 1945, it seems that if history does teach us lessons, we have not learned too well. Certainly one of those lessons is that people must be able to live together in a cooperative and beneficial way for all. In a global sense the world needs to learn much more about peaceful, rational living. The diary of Anne Frank, however, is a testimony that people can live and interact in a civilized fashion even under the worst conditions.

Anne Frank, in her candid descriptions of life in the Secret Annexe, reminds even the most critical that if her love and faith could survive, surely there is hope for us all.

INTRODUCING THE BOOK
in the family living classroom

"Why do grownups quarrel so easily, so much and over the most idiotic things? Up till now I thought that only children squabbled... I suppose I should get used to it. But I can't...as long as I am the subject of every discussion...Nothing about me is right. I'm expected to simply swallow all the harsh words and shouts in silence...I can't! I'm not going to take all these insults lying down. I'll show them that Anne Frank wasn't born yesterday."

Sound familiar? How many teen-agers throughout the world have said something similar during an angry moment. The remarkable thing about the above statement, however, is the conditions under which it was written. Anne, along with her family, another family, and a single gentleman, lived in hiding for over two years with very little food, clothing, or freedom to move about. These people, all individuals with different needs, attitudes, and ideas were bound together by their common religion and will to survive.

For these reasons, even though there were frequent quarrels and occasional displays of selfishness, never was there any physical violence between the members of the Secret Annexe. Although the members were not true blood relatives, they did identify as one family because of their close proximity to each other and their interdependence.

As in any group-living situation, difficult problems arose. Anne often saw herself as "the central figure in a hypercritical family," a figure torn between being herself and meeting the sometimes contradictory expectations of her elders.

Anne's diary is not only the expression of a teen-age girl striving for independence and maturity, but a human drama of interaction and adaptation to severely frustrating conditions.

It is a study of people and particularly a portrait of the growth of an adolescent girl toward young womanhood. Unfortunately, Anne did not live long enough to reach the fulfillment of her goal. Her diary, however, is a lasting testimony to the love, beauty, unselfishness, humor, and joy which Anne brought to the process of living.

OVERALL OBJECTIVES

- I. To see the events which necessitated the Secret Annexe:
 - A. The rise to power of a political madman.
 - B. The slaughter of millions of innocent people.
 - C. A total war which still divides the world today.
- II. To see how people group together in order to survive:
 - A. The Franks
 - B. The Van Daans
 - C. Dussel
- III. To see how other people risked their lives to help the victimized:
 - A. Koophius
 - B. Kraler
 - C. Miep and Elli
 - D. The underground
- IV. To understand the physical deprivations of confined living:
 - A. Little food or clothing
 - B. Crowded quarters
 - C. No privacy
 - D. No freedom
 - E. Little talking
 - F. Guarded movements
- V. To understand the emotional deprivations of confined living:
 - A. Individual moods
 - B. Personal prejudices
 - C. Unfamiliar habits
 - D. Immature behavior
 - E. Faulty communication
 - F. Constant fear
- VI. To appreciate the resourcefulness of group adaptation:
 - A. Exchanging presents
 - B. Discussing books
 - C. Writing poetry
 - D. Arbitrating problems
 - E. Establishing schedules
 - F. Assuming responsibilities
 - G. Devising hobbies
- VII. To witness the personal growth of Anne from an adolescent to a young adult.

OVERALL OBJECTIVES

- A. Understand her moods during these crucial stages of growth.
 - B. Appreciate her personal enrichment in such an impoverished environment.
 - C. Appreciate the sensitivity and beauty of her self-portrait.
 - D. Appreciate the honest efforts she made to understand herself, other people and the world.
- VIII To appreciate the strength of Mr. Frank as the leader of the group.
- A. Chief arbitrator
 - B. Top administrator
 - C. Loving parent
 - D. Advisor, counselor, and teacher
- IX To see the basic similarities between people.
- A. Encourage positive comparison of one's self with others
 - B. Encourage personal comparison of one's self with literary characters
- X To see how the spirit of love overshadowed the outrages of hate.
- A. How faith and hope can dominate fear and despair.
 - B. How inner beauty can suppress ugliness.
 - C. How goodness can eventually triumph over badness.
 - D. That people may die but their spirit can live on.
- XI To encourage critical evaluation of the concept of racial superiority.
- A. Explore the prevalence of this concept in the world today.
 - B. Encourage investigation of personal attitudes about oneself and other people.
 - C. Examine the effects of prejudice historically as well as currently.
- XII To show that literature, poetry, art and music are sustaining pleasures for many people.
- XIII To encourage oral, written, graphic and dramatic expression.
- XIV To encourage the continued reading of books, magazines and newspapers.

ANNE FRANKE: THE DIARY OF A YOUNG GIRL

Preface-Introduction

DAILY OBJECTIVES

- A. To see the intensity of the Nazi effort to exterminate everything Jewish.
- B. To appreciate the importance of Anne's diary being overlooked.

DISCUSSION QUESTIONS

1. When were the members of the Secret Annexe finally discovered?
2. What was the mission of the police at that time?
3. How is it that Anne's diary was not destroyed?
4. Why does Anne's diary symbolize "the triumph of the human spirit"?
5. In the Introduction, Eleanor Roosevelt said, "War's greatest evil is the degradation of the human spirit." In your own words, tell what you think this statement means.

ENRICHMENT ACTIVITIES

1. "I believe in the good of man" and "My mission is to destroy and exterminate" are statements found in the Preface. Contrast the meanings of both statements. Tell who is being quoted and what you already know about each person. Can you think of anybody today who has made similar statements or whose activities would support either statement?
2. Read the autobiography of Eleanor Roosevelt entitled MY STORY. From the story, write a character sketch of her.
3. Using the GUIDE TO PERIODICAL LITERATURE in your school or public library, look up magazine articles on Eleanor Roosevelt and make an oral or written report.
4. Write the Library of Congress, Washington, D.C. or the Franklin D. Roosevelt Home, Hyde Park, N.Y. and ask for materials on Franklin D. and/or Eleanor Roosevelt. Make a poster display with the materials you receive.

ANNE FRANK: THE DIARY OF A YOUNG GIRL
pp. 1-11

DAILY OBJECTIVES

- A. To see why Anne decided to keep a diary.
- B. To get an idea of Anne's personality and way of life before hiding out.
- C. To see how Jewish people were being treated at this time.

DISCUSSION QUESTIONS

1. What reasons does Anne give for writing a diary? What does this saying mean: "Paper is more patient than man"?
2. Why did the Frank family move to Holland? Do you think they were wealthy people? How does Anne seem to get along with others? How does she spend her spare time?
3. In reference to Jews, Anne said, "Our freedom was strictly limited. Yet things were still bearable." What did she mean by those statements? Give examples.
4. How does Anne perform in school? Did she resent her teacher, Mr. Keptor? What did she do when Mr. Keptor punished her by assigning an extra composition?
5. Why had the Franks been preparing to go into hiding?

ENRICHMENT ACTIVITIES

1. Begin a diary of your own in a composition book. Begin by writing at least ten minutes a day on whatever interests you. If it is difficult for you to think of something, copy articles from newspapers and magazines.
2. Write a paragraph entitled "Feeling Lonely".
3. Write a description of your best friend. Tell the reasons why you are best friends. What do you do together? How long have you known each other? What makes this friend special?
4. If you had been Anne Frank and the teacher had assigned the composition "Chatterboxes" to you--what would you write?
5. Make a list of the restrictions imposed on Jewish people. Try to imagine what your life would be like with similar restrictions. At the same time, keep a list of people who in some way ignored the restrictions and helped the Jews. What did these helpers do?
6. Make a report on the history of the Zionists.

ANNE FRANK: THE DIARY OF A YOUNG GIRL
pp. 12-38

DAILY OBJECTIVES

- A. To feel the impact of the call-up notice on the Frank family.
- B. To become acquainted with the physical environment of the Secret Annexe.
- C. To understand the effects of this move on the family's emotions.
- D. To see the increasingly abusive treatment administered to the Jews by the Nazis.

DISCUSSION QUESTIONS

1. How did Anne react when she learned of the call-up notice? How did the others react?
2. Why didn't they take suitcases instead of wearing as much clothing as they could?
3. Why did the wearing of the yellow star of David make a difference to other people?
4. How many floors did the Secret Annexe contain? What do the initials W.C. stand for? With what kind of mood does Anne describe the apartment? How did they make the place more cheery?
5. What does Anne say is the most oppressive fact about the Annexe?
6. How does Anne describe each member of the Van Daan family? How do the Van Daans compare with the Franks (likes and dislikes, attitudes, feelings for each other, handling of family problems)?
7. After a month of living together, how does Anne feel about Mrs. Van Daan and why? What impression do you have of Anne's relationship with her mother?
8. How does Anne spend her spare time now? Do you remember how she used to spend her time before moving into the Secret Annexe?
9. What changes are beginning to take place in Anne's feelings about herself? What has caused these changes?

pp. 12-38

10. How does Mrs. Van Daan see herself? How do Anne and her mother see Mrs. Van Daan? How did Mrs. Van Daan react when Mrs. Frank disagreed with her self-concept?
11. What information are the Franks receiving about Jews captured and sent to concentration camps?

ENRICHMENT ACTIVITIES

1. Using the floor plan on page 16 and Anne's description, make a shadow box model of the Secret Annexe.
2. Reread pages 1 and 4 through 8. Compare that Anne with the Anne on pages 25-29. How is she beginning to change? Write a comparison of her moods, reactions to adults, and feelings about her family.
3. Think about yourself for a few minutes and write a self-portrait. What are your qualities? What are your likes and dislikes? What do you like most/least about yourself? How do you get along with others? What are your habits and gripes?
4. Read the book JUDGMENT AT NUREMBERG by Abby Mann and write a report on the post-war criminal trials of Nazi administrators of concentration camps.

ANNE FRANK: THE DIARY OF A YOUNG GIRL
pp. 39-45

DAILY OBJECTIVES

- A. To see how Anne is feeling more abused and neglected by her parents.
- B. To keep pace with the war.
- C. To appreciate the group's unselfishness about sharing with each other.

DISCUSSION QUESTIONS

1. On page 39, Anne describes a situation which caused her to feel hurt. Do you think she has a legitimate complaint? Why do you think Anne is so critical of her mother? Would you agree that her mother is a poor example?
2. Where are Tunis, Algiers, Casablanca, and Oran? What do you think Churchill's statement on page 42 means?
3. On what basis did the group decide to take in an eight person? Why was Dussel chosen?
4. Notice that for the second time Anne has referred to the Van Daans as family. On what page was the first reference?

ENRICHMENT ACTIVITIES

1. Write a poem or essay entitled "Mother" or "Father". Try to imagine yourself as a parent. How do you think you would raise your children? What makes a good parent?
2. Write brief reports of Tunis, Algiers, Casablanca, and Oran. Tell about their population, government, major religions, climate, and products. Draw a map showing their locations.
3. Describe a family you know. What do you think a family should be? In the family living section of your school or public library, find a book which compares family living in different sections of the world.
4. Look up magazine articles on Winston Churchill and give a report. Churchill wrote many books himself. Perhaps you could make a list of the books he wrote.

ANNE FRANK: THE DIARY OF A YOUNG GIRL
pp. 46-72

DAILY OBJECTIVES

- A. To notice that a sense of humor still exists in the Secret Annexe.
- B. To see the changes taking place in Anne's personality.
- C. To see how Anne is affected by Dussel's presence.

DISCUSSION QUESTIONS

1. Someone once said that humor is truth exaggerated. What are some of the truths contained in the "Prospectus" on page 46? Find other passages in the book which you thought amusing.
2. Anne's moods seem to be getting more depressed. What are some of her problems now?
3. How does Anne describe Dussel? How does sharing her room with him become a problem? Why do you think Anne is feeling so desperate?
4. From time to time, there are events which cause much fear to the group. Be able to give an example of one of these occurrences. Why are these incidents so frightening?
5. What kinds of new activities have been added to keep the group busy?

ENRICHMENT ACTIVITIES

1. Write a report on some of the Jewish holidays such as Hanukkah (Chanuka), Purim, Yom Kippur, and Rosh Hashana.
2. Draw a mural or set of pictures illustrating the scene on page 52.
3. Describe a time when you were afraid. What was the situation? How did you feel? What did you do? Would you do the same thing today?
4. Make a report on the Netherlands. Find out what you can about Amsterdam before and during the War, and Amsterdam today.
5. Look into the various religious festivals around the world. What various forms of Christmas are celebrated? If the religion is non-Christian, does it have a festival about the same time as Christmas?
6. Write a newspaper article reporting the burglarizing of the Secret Annexe.

DAILY OBJECTIVES

- A. To understand the significance of Mr. Frank's birthday poem to Anne.
- B. To note Anne's sarcasm when she is angry.
- C. To appreciate that Anne's unusual abilities to observe and listen are partly responsible for her writing talent.

DISCUSSION QUESTIONS

1. What does Anne's birthday poem tell us about her parents? Do they really not understand her, as she suggests? What reasons does Mr. Frank offer for disciplining her? In the last few lines, how does Mr. Frank describe Anne?
2. Compare Anne's fourteenth birthday party with the party at the beginning of the book. What is different about the two parties and why?
3. On page 83, Anne describes a scene which depicts her as innocently causing a row with Mrs. Van Daan and Dussel. Make a note of some of the statements Anne makes which could be called sarcastic. How would you define sarcasm? Why is sarcasm often brutal but funny? What is the meaning of the P.S.?
4. What are some of the details in Anne's descriptions of a typical day and night in the Secret Annex which point out her unusual abilities to observe and listen?
5. Is Anne the only member of her family with literary skills? How do you think her literary skill was developed? What impression are you getting about the educational attitudes of the Franks?

ENRICHMENT ACTIVITIES

1. Pretend that you are a close friend of Anne's and write a birthday poem for her.
2. Practice watching and listening in your own home or perhaps your classroom for a few days. Then start your own description of a typical day and/or night.
3. Write a description of a person you know who is like a member of your family.
4. Keep a list of all the books you have read lately. Be able to write a sentence or two about each book.

DAILY OBJECTIVES

- A. To note the increasing strain of living in the Secret Annexe.
- B. To appreciate Anne's philosophy for off-setting depression.
- C. To see the change of tone in Anne's writing indicating her emotional growth.
- D. To see Anne beginning to relate to Peter on a more mature basis.

DISCUSSION QUESTIONS

1. Through Anne's writing we can become quite familiar with her moods. What are some of the thoughts and scenes she chose to write about which indicate her severe depression at this time?
2. At what point do we see that Anne is coming out of her depression? Why does she think she has been depressed? What kinds of thoughts does she express which help her to discuss the depression? Do you think her depression is natural or not?
3. From page 113 we begin to see a more mature Anne. What kinds of changes are taking place in Anne which indicate she is no longer a child, but a young adult?
4. What is Anne's rationale for deciding to talk to Peter? Why does she prefer him to Margot, her sister? How does this new relationship emphasize the growth in Anne?

ENRICHMENT ACTIVITIES

1. Write a short essay on "My Happiest Moment". Tell what the situation was, how old you were, and how you felt.
2. Write a short essay on "My Saddest Moment". Do the same as above, only include what you thought or did to forget your sadness.
3. Think about yourself and the members of your family. How are you alike and how are you different? Why do you suppose sisters and brothers can have very different characteristics? Write a paragraph about your family's individual difference or draw a picture depicting a typical family scene at your house.
4. With two other members of the class, bring family photograph and make a bulletin board display.

DAILY OBJECTIVES

- A. To see how Anne is beginning to evaluate people more objectively.
- B. To see her begin to develop a plan for interacting with others while being herself.
- C. To share with Anne her awakening interest in herself as she physically matures.
- D. To see how circumstances can bring people together.

DISCUSSION QUESTIONS

- 1. What diversions has Anne created lately to pass the time and improve herself?
- 2. Why is it significant that Anne spends most of her time on creative, constructive activities?
- 3. Do you think Margot is a much different person than Anne? Explain your answer.
- 4. How does Anne feel Margot has changed toward her?
- 5. Anne describes various efforts she has made to become closer to her mother. What were some of these? If you were her, what might you have done?
- 6. How does Anne decide she is going to operate within the group? Will she be able to maintain her independence?
- 7. What is so surprising to Anne about the investigation of the cat Boche with Peter?
- 8. What does Anne tell us of the "underground"? Why do you suppose the people in the underground risk their lives for people like Anne and her family?
- 9. Contrast Anne's "live or die" attitude on page 139 with her attitude on page 12. What is happening to her? Has she given up?
- 10. Do you think Anne would be as attracted to Peter if their circumstances were different? Why is this friendship unusually important to both Peter and Anne?

ENRICHMENT ACTIVITIES

1. Think about a person whom you dislike. Write a paper about that person but give them a code name. Tell why you dislike him/her. Does he treat everyone the same way he treats you? Do you think if the person changed you would like him? Is it possible for the person to change what you dislike?
2. Bring in a sample of your own hobby or spare time activity. Tell the class what sparked your interest and how long you have had this activity.
3. Select two other girls in your class to play the roles of Anne, Mrs. Frank, and Margot. Make up a skit which you think demonstrates the relationship of the two girls toward each other and their mother.
4. Be one of four boys in the class who will dramatize the dialogue on page 132 and 133. The roles would be Henk, Mr. Frank, Mr. Van Daan, and Dussel. If you like, add on to the scene some appropriate dialogue of your own.

ANNE FRANK: THE DIARY OF A YOUNG GIRL
pp. 141-161

DAILY OBJECTIVES

- A. To see the development of Anne's and Peter's relationship.
- B. To see how the relationship is affecting her feelings about herself as a maturing young woman.
- C. To appreciate Anne's inner spirit and philosophy of life?
- D. To see this book as an example of her inner faith and courage.

DISCUSSION QUESTIONS

- 1. How has Peter made Anne's life more interesting?
- 2. On page 148, Anne tells us what her main objectives with Peter are. What are they? Do you think these are the basis for a truly loving relationship? Are these objectives typical of teen-agers?
- 3. How does Anne see herself now in contrast to two years ago?
- 4. Contrast Mrs. Frank's philosophy on misery and Anne's. Which do you agree with? What are the differences between the two?
- 5. We have witnessed many of Anne's moods and stages. We have also shared her happinesses and miseries. On pages 149-152, Anne describes her feelings about herself in the past and in the present. She also writes of her philosophy regarding misery. Why is her philosophy so touching? Is Anne realistic? Does she practice what she preaches? Why is her book a symbol of the courage and human spirit of which she talks?

ENRICHMENT ACTIVITIES

- 1. Write a story or poem entitled "My First Love".
- 2. Draw a picture of what you think Peter looks like.
- 3. Think about yourself as a child. How have you changed your ideas, attitudes, and behavior? Write a "before" and "after" comparison of yourself.
- 4. Two girls and three boys form a group to expand the dialogue on page 154 and 155. Perform your skit in the classroom.
- 5. Use the quote "Love often springs from pity" as the theme for either a poem or a short story.

ANNE FRANK: THE DIARY OF A YOUNG GIRL
pp. 161-194

DAILY OBJECTIVES

- A. To see Anne and Margot relating to each other more as friends than rivals.
- B. To see the reactions of the parents to Anne's and Peter's friendship.
- C. To see how Anne feels about her ability to write.

DISCUSSION QUESTIONS

- 1. What does Margot's letter tell us about her feelings? Does this disprove any of Anne's notions about her sister?
- 2. How would you say Anne reacted to her sister's letter? Was she jealous, understanding, selfish, provocative or what?
- 3. How does Margot's style of writing compare to Anne's? Do you think she is as bright as Anne? Does she write as well, worse, or better?
- 4. How have the parents of Peter and Anne begun to view their friendship?
- 5. What effects is the war having on the general populace, according to Anne?
- 6. What is so satisfying to Anne about writing? Why is her question, "...will I ever be able to write anything great?" significant? What is the importance of her statement, "I want to go on living even after my death!"?
- 7. How did the burglars cause the routine of the Secret Annexe to change?
- 8. How is Anne affected by her first kiss? Even though she is happy, she feels many other things too. How would you describe those other feelings?

ENRICHMENT ACTIVITIES

- 1. Write a paper evaluating the relationship between Anne and her sister Margot. Are they close? Do they act like most sisters act? Even though Anne is younger, what advantages does she have over Margot at this time?
- 2. Write a paper or poem about your own sister or brother.

pp. 161-194

3. Describe your impression of Anne's parents. How are they similar to most parents? Do you think they were unduly strict about Anne and Peter?
4. Write a short story of your own about war from a civilian's point of view. Try to imagine what you would do if this country were suddenly plunged into war on our own grounds.
5. Imagine yourself as the burglar of the Secret Annexe who becomes suspicious that Jewish people are hiding there. What would you do? Build a mystery story around this idea.

DAILY OBJECTIVES

- A. To reflect on the questions Anne asks regarding war, privations, and human instincts.
- B. To reflect with Anne on racial and religious attitudes.
- C. To consider the statements "All children must look after their own upbringing," and "For in its innermost depths youth is lonelier than old age."

DISCUSSION QUESTIONS

1. On page 197, Anne asks some questions about war, peace, and destruction? Could we ask the same questions today? Compare the current world situation with the time of Anne's diary. What are the similarities and differences?
2. Anne says the little man is as guilty as the politicians for the war. Otherwise people of the world would rise up in revolt. In what ways can the little man express his disfavor of a government's policies? Give examples of methods used in this country to demonstrate disfavor.
3. How would you define the words "prejudice", "scapegoat" and Anti-Semitism? Are these words applicable to our society today? Give examples.
4. Why is it unfair to belittle a group of people on the basis of their race, religion, or nationality?
5. Is it possible to achieve freedom, truth, and right when people are prejudiced toward each other? How can an individual overcome his personal prejudices toward his fellow man?
6. How does the above question relate to the statement, "All children must look after their own upbringing?"
7. Do you agree that the "final forming of a person's character lies in their own hands?" Explain your answer.
8. Why is it that youth is lonelier than old age? What does this mean when you consider youth's attempts to change fixed, old ideas? How could this statement relate to a young person attempting to change his social attitudes?
9. Briefly describe your feelings about Anne Frank as you finished the book.

ENRICHMENT ACTIVITIES

1. Collect some information on the history and present status of the war in Viet-Nam from newspapers and magazines. How is the civilian population being affected by this war? See if you can find any organizations or individuals who are attempting to help the civilians of Viet-Nam. Make a booklet of the articles and pictures.
2. Collect articles from magazines and newspapers on any group of people seeking full civil rights. Make a scrap-book or poster display of these articles.
3. Investigate the history of "civil disobedience" and its use in this country as well as overseas to change laws, customs, and attitudes. Make an oral or written report to be presented to the class.
4. Select a minority group and find out all you can about the history and current status of that group.
5. Read a book on the three major religions of the United States and make a chart comparing basic beliefs.
6. Look in the reference book WHO'S WHO and compile a list of famous people who are members of minority groups.
7. Draw a map of the United States and label those areas of the country where there are large pockets of minority groups. Find out the reasons why a large minority population occupies these areas.
8. Rewrite your own epilogue for this book. Were you satisfied with the ending? If not, how would you have preferred the epilogue to read?
9. Write a review of this book pretending it will be submitted to a newspaper or magazine.
10. Write a character sketch of Anne Frank or any other member of the Secret Annexe.

QUOTATIONS

from

ANNE FRANK: THE DIARY OF A YOUNG GIRL

"Paper is more patient than man."	page 2
"Love finds a way."	9
"You should always give people tit for tat."	60
"Love cannot be forced."	69
"Chins up, stick it out, better times will come."	74
"The rain of rebuke dries down to a light summer drizzle."	75
"A terrible end is better than no end at all."	84
"The spirit of the man is great, (How puny are his deeds.)"	105
"On top of the world, or in the depths of despair."	109
"Time heals all wounds."	119
"People can tell you to keep your mouth shut, but it doesn't stop you having your own opinions."	144
"Think of all the misery in the world and be thankful that you are not sharing it."	151
"Think of all the beauty that's still left in and around you and be happy."	152
"He who has courage and faith will never perish in misery."	152
"Love often springs from pity, or the two go hand in hand."	158
"I think I shall succeed because I want to write."	175
"What one Christian does is his own responsibility, what one Jew does is thrown back at all Jews."	212
"No one understands me."	221
"Laugh about everything and don't bother yourself about the others!"	223
"In the meantime, I must uphold my ideals, for perhaps the time will come when I shall be able to carry them out."	223
"Lazyness may appear attractive, but work <u>gives</u> satisfaction."	226
"A quiet conscience makes one strong."	227
"All children must look after their own upbringing."	230
"The final forming of a person's character lies in his own hands."	230

ONE HUNDRED VOCABULARY WORDS

degradation
enhance
albeit
emigrated
pogroms
capitulation
succession
prohibited
devour
ardent
blithely
speculation
florin
pondered
inventiveness
absurd
accompany
stimulant
accordingly
fanatic
VIX SATIS
conditionally
superfluous
overawed
stifled
sufficiently
W.C.
oppressive
phenomenon
hypochondria
piqued
waxed - waned
lorries

enthraling
ingenious
surreptitiously
reprimands
lenient
unassuming
urchins
herald (verb)
hypercritical
calamity
staid
loathe
relentless
aggressor
emancipation
saboteurs
hemorrhage
abdominal
distorted
ventilated
incendiary
precaution
siege
duodenal
clandestine
shamming
grouser
oculist
petrified
indignant
seething
het up
wrath

professed
monopolized
pedantic
smoldering
droning
extremity
subsided
dispersed
proficient
calculating
coquetry
irrevocable
envies
tranquility
impenetrable
implore
recede
nib
celluloid
consolation
cremated
condole
mania
refrain
beseeched
brusquely
diligently
pensive
delve
furbelows
intuition
wretched
reproaches
despondency

LESS-THAN-A-DOLLAR-LIST
OF
RELATED READING

GREAT RELIGIONS BY WHICH MEN LIVE
HOW THE GREAT RELIGIONS BEGAN
RELIGIONS OF MAN
WHAT THE GREAT RELIGIONS BELIEVE
WORLD RELIGIONS
WORLD'S LIVING RELIGIONS

EXODUS

MILA 18

THE WALL

MARJORIE MORNINGSTAR

SURVIVAL IN AUSCHWITZ: THE NAZI
ASSAULT ON HUMANITY

WORLD WAR II: A PHOTOGRAPHIC RECORD
OF THE WAR IN EUROPE FROM D-DAY TO
V-E DAY

JEWS, GOD AND HISTORY

WE WERE THERE AT THE NORMANDY
INVASION

WHAT YOU SHOULD KNOW ABOUT
COMMUNISM--AND WHY

WHAT YOU SHOULD KNOW ABOUT
DEMOCRACY--AND WHY

GREAT UNTOLD STORIES OF W.W.II

BERLIN DIARY

Ross/Hill

Gaer, J.

Smith, H.

Gaer, J.

Landis, B.

Balm, A.

Uris, L.

Uris, L.

Hersey, J.

Wouk, H.

Levi, P.

Martin

Dimont, M.

Knight, C.

Hirsh, P.

Shirer, Wm.

.60R199-Prem.

.60P2253-Sig.

.85 P21 PL

.60P2516Sig.

.95D48 Duttn.

.75 9704-LE
Dell

.95 N3075Ban.

.95N2473 Ban.

.75 75014PB

.95Q2156Sig

.95A513 X
Collr.

.60R156S-GM

.95Q2463-Sig

.50 4750
Tempo

.50TX329SBS

.65 SBS

.50R937-Pyr

.75W1122 Pop

COMBAT: EUROPEAN THEATER

COMBAT: WAR WITH GERMANY

CONCENTRATION CAMP

HITLER'S OVENS

D DAY

D DAY-THE INVASION OF EUROPE

DEATH OF HITLER'S GERMANY

GESTAPO

GESTAPO

GREAT ESCAPE

LONDON DIARY

LONGEST DAY

RISE AND FALL OF NAZI GERMANY

STALINGRAD

BIOGRAPHIES OF GREAT COMPOSERS

ACT ONE

ADVENTUROUS LIFE OF W. CHURCHILL

ALBERT EINSTEIN

BLACK BOY

CASSIUS CLAY

CHEAPER BY THE DOZEN

CHURCHILL: IN MEMORIAM

GANDHI

I ALWAYS WANTED TO BE SOMEBODY

MAYBE I'LL PITCH FOREVER

MY LIFE AS AN INDIAN

Congdon, D. .60 1370-Dell

Congdon, D. .60 1381-Dell

Heimler, E. .50 R625 Pyr.

Lengyel .35 T436 Avon

Howarth, D. .50 R726 Pyr.

Hine .75 P1005-P1

Blond, G. .50 R697-Pyr.

Crankshaw .50 R632-Pyr.

Delarue .75 2863 Dell

Brickhill .50 D623 Crest

Reynolds .40 K23 Pop.

Ryan .60 R575 Crest

Jarman .75 T2002 Sig.

Schroeter .50 F 52 Bal.

Needham .75 High

Hart .75 T1849 Nal
Sig.

Bocca .50G-1234 Avon

Beckhard .45 49 Avon

Wright .75T2341-Sig.

Lewis .60 60-226Macf.

Gilbreth .45EP 35-Ban.

N.Y.T. .75 SZ3025 Ban.

Fischer, L. .60 MP 390Ment.

Gibson .60 P29-PR

Paige .75 BC53-BC

Schultz .60 R240-Prem.

MY LORD, WHAT A MORNING

MY SEVERAL WORLDS

THIS IS MY STORY

UP FROM SLAVERY

ROTHSCHILD'S

SOMEBODY UP THERE LIKES ME

J.F.K.

LIFE WITH FATHER and LIFE WITH
MOTHER

I WANT TO LIVE!

O YE JIGS AND JULEPS!

TEENAGERS GUIDE FOR LIVING

TWIXT TWELVE AND TWENTY

WAYS OF LIFE IN AFRICA

ANN FRANK'S TALES FROM THE HOUSE
BEHIND

Anderson, M. .60 S-165 Avon

Buck .75 75038 PB

Roosevelt, E..95 C264 Dolp.

Washington .45 9224 LL
Dell

Morton .75 T591 Crest

Graziano .35 C210 PB

Cain .50 72-621
Lance

Day .60 W703 WSP

Tabor .50 D2217 Sig.

Hudson .60 60-131 Macf

Landis .50 42-487
Tower

Boone .35 9190 Dell

Van Wagenen .75 High

Frank .50 FP156 Ban.

SAMPLE GUIDE TO PERIODICAL LITERATURE

ANTI-SEMITISM

Unforgiving; concerning survey findings of
Charles Y. Glock and Rodney Stark. 11

Newsweek 67:66 My 2 '66

Anguish of the Jews, by E.H. Flannery, review
Sat R 48:34 J1 19 '65 A.L. Sachar

Anti-semitic noises; Austria, Newsweek 67:46
Mr 14 '66

CIVIL RIGHTS

New turn? Alabama trials: Brewster, Luizzo,
and Reeb cases. Sr. Schol 87: 4-5 Ju 7 '66

Protectors: trial of Klansmen accused of
harassing Negroes: Athens. Time 88:20 J1 8 '66

Whitewashed court: cases involving the shooting
and murder of civil rights workers on trial in
Hayneville, Ala. Time 88:36 O 7 '66

JEWS

Arabs

Diary of the Sinai campaign, by M. Dayan. Time
87:111 Je 24 '66 review

Ancient hatred builds toward war; struggle for
water. G. DeCarvalho 11 Life 58:44 J3 18 '65

Storm troopers; terrorist group of Palestinian
Arabs. Time 85:31A 31B Je 18 '65

Denmark

Denmark's heroic week, Sr. Schol 89:3 O 7 '66

History

Jews in their land; ed. by D. Ben-Gurion. Sat R
49:26 Ag 20 '66

PERSECUTION

Worst that ever happened-Poland with editorial
comment. Sat Even Post 239:29-33', 112 O 22 '66

Blood accusation, by M. Semuel. Newsweek 68:100
1 Ag 22 '66

Forgive them not, for they knew what they did:
Warsaw ghetto. A.M. Rosenthal. 11 N Y Times

Mag p.50-1 O 24 '65 Discussion p. 22 N 7 '65

Et tu Tito? Yugoslav report on Stalin's concen-
tration camps. Time 85:27 F 19 '65

WAR CRIMINALS

Last prisoner of Spandau: R Hess, P. Shabecoff
N Y Times Mag p 28-9 Ag 28 '66

Case against Eichmann continues. A.L. Fein Sat R
49:27. J1 2 '66

Looking backward: Auschwitz. Newsweek 66:39-40
Ag 30 '65

APPENDIX D

LIST OF 1,000 BOOKS

Reading List
of
1,000 Paperback Books

Adamson	Born Free	Ban	.7
_____	Forever Free	Macf	.7
_____	Living Free	Macf	.7
Addams	Addams and Evil	PB	.5
_____	Drawn and Quartered	PE	.5
_____	Homebodies	PB	.5
_____	Monster Rally	PB	.5
_____	Nightcrawlers	PB	.5
Adler, B.	Dear President Johnson	Avon	.4
_____	Kennedy Wit	Ban	.6
_____	Kids Letters to the President	PB	.3
Adler, I.	Thinking Machine	Sig	.6
Agee	Death in the Family	Avon	.7
Agnew	Undercover Agent: Narcotics	Macf	.5
Aldrich	Lantern in Her Hand	Tempo	.5
Allen	Riddle in Red	Tempo	.4
Anderson	My Lord, What A Morning	Avon	.6
Andrews	Quest of the Snow Leopard	Tempo	.5
Annixter	Buffalo Chief	Dell	.5
_____	Swiftwater	pbl	.5
Anon.	Batman	Sig	.5

_____	Batman vs the Joker	Sig	.50
_____	Batman vs the Penguin	Sig	.50
_____	Superman	Sig	.50
Armer	Screwball	Tempo	.50
Arthur, Burt and Budd	Boss of the Far West	Macf	.40
_____	Stranger	Avon	.40
_____	Walk Tall, Ride Tall	Sig	.40
Asimov	Currents of Space	Lance	.75
_____	End of Eternity	Lance	.50
_____	Hugo Winners	Avon	.60
_____	Human Body	Sig	.75
_____	Naked Sun	Lance	.50
_____	Pebble in the Sky	Ban	.45
_____	Rest of the Robots	Pyr	.50
_____	Search for the Elements	Prem	.60
_____	Second Foundation	Avon	.50
_____	Stars Like Dust	Lance	.50
Auerback	Basketball	PB	.35
Bagnold	National Velvet	Tempo	.50
Baker	Departure Deferred	Macf	.50
Baldwin, F.	Three Women	Dell	.50

Baldwin, J.	Blues for Mr. Charlie	Dell	.60
_____	Fire Next Time	Dell	.50
_____	Go Tell It on the Mountain	Dell	.60
_____	Nobody Knows My Name	Dell	.50
_____	Notes of a Native Son	Ban	.60
Ball	Judo Boy	Nova	.50
Barlow	Black Treasures	Tempo	.50
_____	Danger at Mormon Crossing	Tempo	.50
_____	Fire at Red Lake	Tempo	.45
_____	Stormy Voyage	Tempo	.50
Barr	How and Why Book of Atomic Energy	G/D	.50
_____	How and Why Book of Building	G/D	.50
_____	How and Why Book of Primitive Man	G/D	.50
Barrett	Lilies of the Field	Pop	.40
Benedict	Tales of Terror and Suspense	Dell	.45
Benner	Sex and the Teenager	Macf	.60
Bennett, E.	I, Judy	Nova	.40
_____	Walk in the Moonlight	Nova	.40
Bennett, G.	Great Tales of Action and Adventure	Dell	.40
Bennett, J.	Jamie	Ban	.50

Benson	Junior Miss	WSP	.60
_____	Meet Me in St. Louis	Ban	.45
Berenstain	Flipsville	Dell	.45
Berrill	Living Tide	Prem	.60
Bethell	How and Why Book of Famous Scientists	G/D	.50
Biggle	All the Colors of Darkness	pol	.50
Bishop	Day Lincoln Was Shot	PL	.85
_____	Day in the Life of President Kennedy	Ban	.50
Blake	101 Elephant Jokes	SBS	.35
Bligh	Mutiny on Board H. M. S. Bounty	SigC	.60
Bluestone	Private World of Cully Powers	Ace	.50
Bob, Ray	May Strikes Back	Bal	.50
Bolton	Christy	Tempo	.50
Bonham	Burma Rifles	Berk	.50
_____	War Beneath the Sea	Berk	.45
Bonsall	How and Why Book of Heather	G/D	.50
Borland	When the Legends Die	Ban	.60
Boulle	Bridge Over the River Kwai	Ban	.50
Bowen	Flight Into Danger	Nova	.40
_____	Hot Rod Angels	Nova	.45

_____	Perfect Game	Nova	.45
Bradbury	Dandelion Wine	Ban	.50
_____	Fahrenheit 451	Bal	.60
_____	Illustrated Man	Ban	.50
_____	Machineries of Joy	Ban	.60
_____	Martian Chronicles	Ban	.60
_____	Medicine for Melancholy	Ban	.50
_____	R Is for Rocket	Ban	.60
Brand, M.	Dead or Alive	pop	.50
_____	Gambler	PB	.50
_____	Garden of Eden	PB	.50
_____	Gentle Gunman	PB	.50
_____	Hired Guns	PB	.35
_____	Stranger	PB	.50
_____	White Wolf	PB	.35
Brand, O.	Folksongs for Fun	Berk	.75
Breslin	Can't Anybody Here Play This Game	Avon	.50
Brickhill	Dam Busters	Bal	.50
_____	Escape or Die	Pyr	.60
_____	Great Escape	Crest	.50
Brinley	Rocket Manual for Amateurs	Bal	.75

Brock	Super Tuning	Sig
Buck	Fighting Angel	PB
—	Good Earth	PB
—	Hidden Flower	PB
Budrys	Rogue Moon	GM
Bunn	Gus Wilson's Model Garage	Berk
Burgess	Inn of the Sixth Happiness	Ban
Burnford	Incredible Journey	Ban
Burroughs	Beasts of Tarzan	Bal
—	Beyond the Farthest Star	Ace
—	Chessmen of Mars	Ace
—	Escape on Venus	Ace
—	Eternal Savage	Ace
—	Fighting Man of Mars	Ace
—	Gods of Mars	Bal
—	Jungle Tales of Tarzan	Bal
—	Lad and the Lion	Bal
—	Land of Hidden Men	Ace
—	Land of Terror	Ace
—	Land that Time Forgot	Ace
—	Llana of Gathol	Bal

_____	Lost Continent	Ace
_____	Lost on Venus	Ace
_____	Mad King	Ace
_____	Mastermind of Mars	Bal
_____	Monster Men	Ace
_____	Moon Maid	Ace
_____	Moon Men	Ace
_____	Mucker	Bal
_____	Out of Time's Abyss	Ace
_____	People That Time Forgot	Ace
_____	Pirates of Venus	Ace
_____	Princess of Mars	Bal
_____	Return of Tarzan	Bal
_____	Savage Pellucidar	Ace
_____	Son of Tarzan	Bal
_____	Swords of Mars	Bal
_____	Synthetic Men of Mars	Bal
_____	Tanor of Pellucidar	Ace
_____	Tarzan and the Ant Man	Bal
_____	Tarzan and the Castaways	Bal
_____	Tarzan and the city of Gold	Ace

_____	Tarzan and the Forbidden City	Bal	.50
_____	Tarzan and the Foreign Legion	Bal	.50
_____	Tarzan and the Golden Lion	Bal	.50
_____	Tarzan and the Jewels of Opar	Bal	.50
_____	Tarzan and the Leopard Men	Bal	.50
_____	Tarzan and the Lion Men	Ace	.40
_____	Tarzan and the Lost Empire	Ace	.40
_____	Tarzan and the Madman	Bal	.50
_____	Tarzan at the Earth's Core	Ace	.40
_____	Tarzan, Lord of the Jungle	Bal	.50
_____	Tarzan of the Apes	Bal	.50
_____	Tarzan's Quest	Bal	.50
_____	Tarzan, the Invincible	Ace	.40
_____	Tarzan the Magnificent	Bal	.50
_____	Tarzan the Terrible	Bal	.50
_____	Tarzan the Untamed	Bal	.50
_____	Tarzan Triumphant	Ace	.40
_____	Thuvia, Maid of Mars	Ace	.40
_____	War Chief	Bal	.50
_____	Warlord of Mars	Bal	.50
Cabell	How and Why Book of Horses	G/D	.50

Cadell	I Love a Lass	Berk	.45
Cambert	Dreams of Glory	Tempo	.50
Campbell	Astounding Tales of Space and Time	Berk	.50
Canaway	Boy Ten Feet Tall	Bal	.50
Cain	Young People and Drinking	Dell	.40
Caldwell, E.	This Very Earth	Sig	.50
Caldwell, T.	Strong City	Pyr	.75
Canfield	Bent Twig	Tempo	.75
Carroll	Alice's Adventures in Wonderland	Airmt	.60
Carr	Confidential Secretary	Berk	.45
Carson, J.	Coach Nobody Liked	Dell	.50
_____	Hotshot	Dell	.50
Carson, R.	Sea Around Us	Sig	.60
_____	Silent Spring	Crest	.70
_____	Under The Sea Wind	Sig	.60
Carter	Those Devils in Baggy Pants	Sig	.60
Catton	Stillness at Appomattox	PB	.70
Cavanna	Accent on April	Berk	.50
_____	Angel on Skis	Berk	.40
_____	Boy Next Door	Berk	.50
_____	Date for Diane	Berk	.50

_____	Diane's New Love	Berk	.50
_____	Fancy Free	Berk	.45
_____	Scarlet Sail	Berk	.45
_____	6 on Easy Street	Berk	.45
_____	Spurs for Suzanna	SBS	.50
_____	Time for Tenderness	Berk	.50
_____	Toujours Diane	Berk	.50
Cerf, B.	Laugh's On Me	PB	.35
_____	Out On A Limerick	PB	.35
Cerf, B., P.	Stories Selected from the Unexpected	Ban	.50
Chamberlain	Combat General	SBS	.45
Charnwood	Abraham Lincoln	PB	.35
Churchill	Guide to Glamor and Personality	Nova	.50
Clark	To Goof or Not to Goof	Crest	.40
Clarke, A.C.	Challenge of the Sea	Dell	.50
_____	Childhood's End	Bal	.50
_____	Earthlight	Bal	.50
_____	Profiles of the Future	Ban	.60
_____	Reach for Tomorrow	Bal	.50
_____	Tales of Ten Worlds	Dell	.50

Clavell	King Rat	Crest
Cleary	Beaver and Wally	Berk
Colby	Strangely Enough	Pop
_____	Weirdest People in the World	Pop
Collins, F.	F B I - Peace and War	Ace
Collins, W.	Moonstone	Pyr
Colman	Crown for Gina	Pyr
_____	Dangerous Summer	Ban
_____	Julie Builds Her Castle	Dell
Comics	Tales of the Incredible	Bal
Congdon	European Theater-World War II	Dell
_____	Pacific Theater-World War II	Dell
_____	War with Germany	Dell
_____	War with Japan	Dell
Conklin	Great Stories of Space Travel	Tempo
_____	Invaders of Earth	Tempo
_____	13 Great Classics of Science Fiction	GM
Conots	Ministers of Vengeance	Ban
Conrad	Lord Jim	Ban
Considine	Babe Ruth Story	SBS
Coolidge	Hercules and Other Stories	SBS

Coombs	Adventure Stories	Lantern	.5
_____	Mystery of Satellite Seven	Tempo	.5
Cooper	Deerslayer	Airmt	.6
_____	Last of the Mohicans	Airmt	.5
_____	Pathfinder	PB	.6
_____	Pioneers	Airmt	.6
_____	Prairie	Airmt	.6
Copland	What to Listen for in Music	Ment	.6
Corbett	Man-Eaters of Kumaon	Ban	.6
Corbin	Deadline	Tempo	.5
_____	High Road Home	Tempo	.5
Cosell	Great Moments in Sports	Macf	.5
Cottrell	Horizon Book of Lost Worlds	Dell	.7
Cousteau, Dugan	Living Sea	PB	.7
Cousteau, Dumas	Silent World	PL	.7
Craig	Marsha	Berk	.5
_____	Now That I'm Sixteen	Berk	.5
_____	Trisk	Berk	.5
Crane	Red Badge of Courage	Dell	.5
Curie	Madame Curie	PB	.5

Dana	Two Years Before the Mast	Pyr	.35
Daniels	War Party	Sig	.50
Davenport	Tales To Be Told In the Dark	Bal	.50
_____	Deals With the Devil	Bal	.50
Davis, Mac	Baseball's Unforgettables	Ban	.50
Davis, Maxine	Sex and the Adolescent	Perm	.50
_____	Sexual Responsibility in Marriage	Dell	.95
DeFoe	Robinson Crusoe	Dell	.40
DeJong	By Marvelous Agreement	Berk	.50
Dennis	Auntie Mame	Pop	.75
Dern	Orchids for a Nurse	Lance	.40
Donovan	P T 109	Crest	.50
Dooley	Deliver Us from Evil	Sig	.60
_____	Doctor Tom Dooley	Sig	.50
_____	Edge of Tomorrow	Sig	.60
_____	Night They Burned the Mountain	Sig	.60
Dorian	Twisted Shadow	Berk	.45
Dorman	We Shall Overcome	Dell	.75
Doss	Family Nobody Wanted	SBS	.50
Douglas	Magnificent Obsession	PB	.50
_____	Robe	PB	.75

Doyle	Hound of the Baskervilles	Berk	.50
_____	Lost World	Berk	.50
_____	Study in Scarlet and Sign of the Four	Berk	.50
_____	Valley of Fear	Berk	.50
Dreiser	An American Tragedy	Sig	.95
Duberman	In White America	Sig	.60
Dubois	Souls of Black Folk	Crest	.60
du Jardin	Boy Trouble	Berk	.50
_____	Double Date	Berk	.45
_____	Man for Marcy	Berk	.40
_____	Real Thing	Berk	.45
_____	Wedding in the Family	Berk	.50
Dumas	Count of Monte Cristo	Ban	.75
Durrell	Zoo in My Luggage	Berk	.60
_____	Whispering Land	Berk	.60
Duvall	Art of Dating	PB	.50
_____	Facts of Life and Love for Teenagers	Pop	.35
Edmonds	Chad Hanna	Ban	.75
_____	Drums Along the Mohawk	Ban	.75
Edwards	Strange People	Pop	.50

_____	Strange World	Ace	.50
_____	Stranger Than Science	Ace	.50
Ehrmann	Premarital Dating Behavior	Ban	.75
Ellis	On Life and Sex	Sig	.60
Ellison	Invisible Man	Sig	.95
Emery	County Fair	Berk	.45
_____	First Love, True Love	Berk	.45
_____	First Orchid for Pat	Berk	.45
_____	Hickory Hill	Berk	.45
_____	Married on Wednesday	Berk	.45
_____	Scarlet Royal	SBS	.50
_____	Senior Year	SBS	.50
Epstein	Beatles: A Cellarful of Noise	Pyr	.50
Essien-Udom	Black Nationalism	Dell	.75
Everett	First Command	Bal	.50
Falkner	Moonfleet	Tempo	.50
Fast	April Morning	Ban	.50
Felsen	Crash Club	Ban	.45
_____	Davey Logan, Interne	Berk	.45
_____	Hot Rod	Ban	.45
_____	Road Rocket	Ban	.45

_____	Street Rod	Ban	.45
_____	To My Son, The Teen-Age Driver	Ban	.50
Ferber	American Beauty	Avon	.60
_____	So Big	Avon	.60
Ferguson	How and Why Book of Wild Flowers	G/D	.50
Fiennes	Man, Nature and Disease	Sig	.75
Fichter	Snakes	Gold	.25
Fisher	Blue Mustang	PB	.35
_____	Brass Command	PB	.50
_____	Crossing	PB	.25
_____	Santa Fe Passage	PB	.45
_____	Tall Men	PB	.50
_____	Yellow Hair	PB	.35
_____	Yellowstone Kelly	PB	.45
Fleming	Casino Royale	Sig	.60
_____	Diamond Smugglers	Dell	.50
_____	Diamonds Are Forever	Sig	.60
_____	Doctor No	Sig	.60
_____	For Your Eyes Only	Sig	.60
_____	From Russia with Love	Sig	.60
_____	Goldfinger	Sig	.60

_____	Live and Let Die	Sig	.60
_____	Man With the Golden Gun	Sig	.60
_____	Moonraker	Sig	.60
_____	On her Majesties Secret Service	Sig	.60
_____	Thunderball	Sig	.60
_____	You Only Live Twice	Sig	.60
Floren	Deputy's Revenge	pbl	.40
Fordham	The Robber's Tale	Pop	.65
Forester	African Queen	Ban	.60
_____	Gun	Ban	.50
_____	Ship	Ban	.45
_____	Sink the Bismarck	Ban	.45
Fowles	Collector	Dell	.75
Francis	Big Swat	Sig	.50
Frank, A.	Diary of a Young Girl	PB	.50
Frank, W.	Sea Wolves	Bal	.50
Frede	Interns	Ban	.75
Frick	Comeback Guy	VoyB	.60
Friendenberg	Vanishing Adolescent	Dell	.50
Funk, Lewis	30 Days to a More Powerful Vocabulary	WSP	.60
Furman	Ghost Stories	Lantern	.50

<u>R</u>	Romance Stories	PB	.50
Gaer	How the Great Religions Began	Sig	.60
Gaddis	Birdman of Alcatraz	Sig	.60
Gaines	Mad Sampler	Sig	.50
Gallico	Hurricane Story	Berk	.50
Gamow	Planet Called Earth	Ban	.75
Gann	Fate is the Hunter	Crest	.75
Garogiola	Baseball Is a Funny Game	Ban	.50
Garrison	Come Walk with Love	pbl	.50
Gasser	How to Draw and Paint	LE	.85
Gault	Drag Strip	Berk	.50
_____	Speedway Challenge	Berk	.45
_____	Thunder Road	Berk	.50
Gelinas	How and Why Book of Coins and Currency	G/D	.50
Gelman	Young Baseball Champions	Pyr	.50
Gibson, A.	I Always Wanted to Be Somebody	Pop	.60
Gibson, W.	Miracle Worker	Ban	.50
Gilbreth	Cheaper by the Dozen	Ban	.50
Gipson	Hound-Dog Man	PL	.50
_____	Old Yeller	PL	.50
_____	Savage Sam	PB	.35

Glazer	New Treasury of Folk Songs	Ban	.6
Gleeson	Words Most Often Misspelled and Mispronounced	PB	.6
Golden	Mr. Kennedy and the Negroes	Crest	.6
Goodman, I.	Stan Musial	Macf.	.5
Goodman, R.B.	New Ways to Greater Word Power	Dell	.4
Gordons	That Darn Cat	Ban	.5
Gotlieb	Sunburst	GM	.4
Graham, F.	Bowling Secrets From the Stars	Macf	.5
Graham, L.	South Town	Sig	.5
Greene	100 Great Scientists	WS	.6
Gregory	From the Back of the Bus	Avon	.6
_____	Nigger	PB	.7
Grey	Last of the Plainsmen	Ban	.4
Grider	War Fish	Pyr	.5
Griffin	Black Like Me	Sig	.6
Guttmacher	Pregnancy and Birth	Sig	.6
Haas	KKK	Rgncy	.5
_____	Look Away, Lookaway	PB	.5
Hailey	Runway Zero-Eight	Ban	.5
Hall, A.	Beauty Queen	UN-N	.5
Hall, F.A.	20 Steps to Perfect Spelling	Ban	.5

Halliday	Call for Mike Shane	Dell	.40
_____	Corpse that Never Was	Dell	.40
_____	Shoot to Kill	Dell	.45
Hamilton, D.	Line of Fire	GM	.40
_____	Mad River	GM	.40
_____	Murderer's Row	GM	.50
_____	Steel Mirror	GM	.50
_____	Wrecking Crew	GM	.50
Hamilton	Mythology	Ment	.75
Hammett	Glass Key	Dell	.50
_____	Maltese Falcon	Dell	.50
_____	Thin Man	Dell	.50
Hanle	Hairdo Handbook	Dell	.75
Hansberry	Raisin In The Sun	Sig	.60
Harkins	Day of the Drag Race	Berk	.45
_____	Road Race	SBS	.50
_____	Young Skin Diver	Berk	.45
Harte	Outcasts of Poker Flat	Sig	.50
Hawthorne	Scarlet Letter	Dell	.50
Haycraft	Boys Book of Great Detective Stories	Berk	.50
_____	Boys 2nd Book of Great Detective Stories	Berk	.50

Heinlein	Assignment in Eternity	Sig
_____	Door into Summer	Sig
_____	Green Hills of Earth	Sig
_____	Man Who Sold the Moon	Sig
_____	Meance from Earth	Sig
_____	Orphans of the Sky	Sig
_____	Podkayne of Mars	Avon
_____	Puppet Masters	Sig
Heise	Painless Way to Stop Smoking	Crest
Heller	Jokesmith's Jubilee	SBS
Hellmuth	Wolf in the Family	Sig
Herndon	Humor of J.F.K.	GM
Hersey	Here to Stay	Ban
_____	Hiroshima	Ban
_____	Wall	PB
Heyerdahl	Aku-Aku	PB
_____	Kon-Tiki	PB
Highland	How and Why Book of Light and Color	G/D
_____	How and Why Book of Mathematics	G/D
Hilton	Lost Horizon	PB
Himes	Pinktoes	Dell

_____	Primitive	Sig
_____	Third Generation	Sig
Hirsch	Fighting Eagles	Pyr
_____	Great Untold Stories of WWII	Pyr
_____	Killer Subs	Pyr
Hitchcock	Anti-Social Register	Dell
_____	Fourteen Suspense Stories to Play Russian Roulette By	Dell
_____	Hangman's Dozen	Dell
_____	More Stories My Mother Never Told Me	Dell
_____	Noose Report	Dell
_____	Stories My Mother Never Told Me	Dell
_____	Twelve Stories for Late at Night	Dell
_____	Witches Brew	Dell
Hoss	How and Why Book of Stars	G/D
Horsley	Hot Rod Handbook	JLP
Howarth	D Day	Pyr
Hugo	Hunchback of Notre Dame	Ban
Hulme	Nun's Story	PB
Hunt	Across Five Aprils	Tempo
Hunter, Ed.	Brainwashing	Pyr

Hunter, Ev.	Blackboard Jungle	PB	.50
Hunter, J.	Blue Max	Ban	.75
Hurkos	Psychic	Pop	.60
Hurwood	Monsters Galore	GM	.50
Huxley	Brave New World	Ban	.75
Hyder	How and Why Book of Rocks and Minerals	G/D	.50
Hyman	No Time for Sergeants	Sig	.60
Icenhower	Scarlet Raider	Nova	.40
Irving	Legend of Sleepy Hollow	WSP	.60
Jackson	Stock Car Races	Sig	.50
James	Ghosts and Things	Berk	.50
Janis	Beautiful Americans	Dell	.60
Jensen	How and Why Book of Mushrooms	Dell	.50
Johnston	Get Smart!	Tempo	.60
Jones, E.	High Gear	Ban	.50
Jones, J.	Pistol	Sig	.50
Joseph	How and Why Book of Flight	G/D	.50
Judd	Green Cameo Mystery	Berk	.45
Juster	Clothes Make the Man	Macf	.75
Kantor	Andersonville	Sig	.90
—	If the South Had Won the Civil War	Ban	.40

Karloff	My Favorite Horror Stories	Avon	.50
Kata	Patch of Blue	Pop	.50
Kaufman	Up the Down Staircase	Avon	.95
Keen	How and Why Book of Chemistry	G/D	.50
_____	How and Why Book of the Human Body	G/D	.50
_____	How and Why Book of Magnets and Magnetism	G/D	.50
_____	How and Why Book of the Microscope	G/D	.50
_____	How and Why Book of Prehistoric Mammals	G/D	.50
_____	How and Why Book of Sound	G/D	.50
_____	How and Why Book of Wild Animals	G/D	.50
Keller	Story of My Life	Dell	.50
Kennedy	Burden and the Glory	Pop	.75
_____	Profiles in Courage	PL	.65
Ketcham	Babysitter's Guide, by Dennis the Menace	Crest	.50
_____	Dennis the Menace, Ambassador of Mischief	Crest	.40
_____	Dennis the Menace, Happy Half Pint	Crest	.40
_____	Dennis the Menace, Household Hurricane	Crest	.40
_____	Dennis the Menace, Make Believe Angel	Crest	.40

_____	Dennis the Menace Rides Again	Crest	.40
_____	Dennis the Menace, Teacher's Threat	Crest	.40
_____	Dennis the Menace vs Everybody	Crest	.40
_____	Dennis the Menace, Who Me?	Crest	.40
_____	In This Corner, Dennis the Menace	Crest	.40
_____	Wanted, Dennis the Menace	Crest	.40
King, H.C.	Exploration of the Universe	Sig	.75
King, M.L.	Strength to Love	PB	.50
_____	Stride Toward Freedom	PL	.75
_____	Why We Can't Wait	Sig	.60
Kipling	Captains Courageous	Dell	.30
_____	Jungle Books	Sig	.50
_____	Kim	Dell	.40
Kjelgaard	Big Red	SBS	.50
Klaperman	How and Why Book of The Old Testament	G/D	.50
Knebel	No High Ground	Ban	.50
Knight	Far Out	Berk	.50
_____	How and Why Book of Rockets and Missiles	G/D	.50
_____	In Deep	Berk	.50
_____	Mind Switch	Berk	.50

_____	Tomorrow X 4	GM	.50
Koehler	How and Why Book of Ants and Bees	G/D	.50
_____	How and Why Book of Fish	G/D	.50
Koh	Divided Family	Berk	.35
Krepps	Stagecoach	GM	.40
Krich	Facts of Love and Marriage for Young People	Dell	.50
Kytle	Willie Mae	Sig	.50
Lacy	Sleep in Thunder	Tempo	.50
Lamb	Genghis Khan	Ban	.60
Lambert	Dreams of Glory	Tempo	.50
_____	Friday's Child	Tempo	.50
_____	Just Jennifer	Tempo	.50
_____	Practically Perfect	Tempo	.50
_____	Reluctant Heart	Tempo	.50
_____	Star Spangled Summer	Tempo	.50
Landers	Ann Landers Talks to Teenagers About Sex	Crest	.40
_____	Since You Ask Me	Crest	.50
Landis	Teen-agers Guide for Living	Tower	.50
Laumer	Trace of Memory	Berk	.50
Lawrence	Along Comes Spring	Berk	.40

Lawson	United States in WWII	Tempo	.50
Lederer and Burdick	Ugly American	Crest	.60
Lear	Nonsense Books of Edward Lear	Sig	.75
Leasor	Where the Spies Are	Sig	.60
Lee, B.	J.F.K. Boyhood to Whitehouse	Crest	.50
Lee, H.	To Kill a Mockingbird	Pop	.60
Lee, J.	Inherit the Wind	Ban	.50
Leiber	Night of the Wolf	Bal	.50
_____	Tarzan and the Valley of Gold	Ban	.75
_____	Wanderer	Bal	.75
Leinster	Aliens	Berk	.50
_____	Invaders of Space	Berk	.50
_____	Other Side of Nowhere	Berk	.50
_____	Time Tunnel	Pyr	.50
Lerner	My Fair Lady	Sig	.60
Lewis, C.	Cassius Clay	Macf	.60
Lewis, N.	How to Become a Better Reader	Macf	.95
_____	Rapid Vocabulary Builder	Macf	.75
_____	Word Power Made Easy	PB	.50
Ley	Satellites, Rockets and Outer Space	Sig	.60

Liberty	How and Why Book of Time	G/D	.50
Liebers	Wit's End	Tempo	.50
Linkletter	Kids Sure Rite Funny	Faw	.40
Little	Love in Style	pbl	.50
Lomax	Negro in Revolt	Sig	.75
_____	When the Word Is Given	Sig	.60
London	Burning Daylight	Pop	.35
_____	Call of the Wild	Airmt	.50
_____	Sea Wolf	Ban	.50
_____	South Sea Tales	Pyr	.50
_____	White Fang	Airmt	.50
Long	Richardo of the Lion Heart	Sig	.50
Lorand	Love, Sex and the Teenager	Pop	.60
Lord	Day of Infamy	Ban	.60
_____	Night to Remember	Ban	.45
Loring	I Take This Man	Ban	.45
_____	Look to the Stars	Ban	.45
_____	My Dearest Love	Ban	.45
_____	Shadow of Suspicion	Ban	.45
_____	With This Ring	Ban	.45
Low, D.	How and Why Book of Sea Shells	G/D	.50

Low, E.	Hold Fast the Dream	Tempo	.50
Lutz	Long Cold Winter	Avon	.40
_____	Outcast Gun	GM	.40
_____	Relentless Gun	GM	.40
Lyon	Batman vs Three Villains of Doom	Sig	.50
MacDonald	Cape Fear	Crest	.40
_____	End of the Night	GM	.50
MacLean	Ice Station Zebra	Crest	.60
Maddox	How to Study	Crest	.60
Mantle	Quality of Courage	Ban	.50
Marguillies	Get Out of My Sky	Crest	.45
Marquand	B F's Daughter	Ban	.75
_____	Last Laugh Mr. Moto	Berk	.50
_____	Last of Mr. Moto	Berk	.50
_____	Thank You, Mr. Moto	Berk	.50
_____	Think Fast, Mr. Moto	Berk	.50
Martin	Bells of St. Mary's	Ban	.50
_____	WWII in Pictures	GM	.60
Masin	Great Sports Stories	Berk	.40
Mathewson	How and Why Book of Birds	G/D	.50
_____	How and Why Book of Reptiles and Amphibians	G/D	.50

Maxwell	People of the Reeds	Crest	.60
_____	Ring of Bright Water	Crest	.60
_____	Rocks Remain	Crest	.60
May	Wasted Americans	Sig	.60
McCarthy	Brother Juniper at Work and Play	PB	.35
_____	Inside Brother Juniper	PB	.35
_____	More Brother Juniper	PB	.35
_____	Well Done, Brother Juniper	PB	.45
_____	Whimsical World of Brother Jun Juniper	PB	.35
McCormick	Five Man Break	Nova	.40
McCoy	They Shoot Horses, Don't They?	Avon	.60
McCullers	Member of the Wedding	Ban	.60
McCulloch	Second Year Nurse	SBS	.45
McCutchan	Deadline	Berk	.50
_____	Bluebolt One	Berk	.50
_____	Redcap	Berk	.50
_____	Warmaster	Berk	.50
McDonald, Ross	Stolen Letters	Pyr	.45
McKay	Home to Harlem	PB	.50
McMains	How and Why Book of Planets and Interplanetary Travel	G/D	.50

Mead	People and Places	Ban	.
Medearis	Big Doc's Girl	Pyr	.
Melville	Billy Budd	Ban	.
_____	Moby Dick	Sig	.
Merriam	Battle of the Bulge	Bal	.
Michener	Bridge at Andau	Ban	.
_____	Bridges at Toko-Ri	Ban	.
_____	Hawaii	Ban	.
_____	Rascals in Paradise	Ban	.
_____	Return to Paradise	Ban	.
_____	Sayonara	Ban	.
_____	Tales of the South Pacific	PB	.
Miers	How and Why Book of the Civil War	G/D	.
Miksch	Addams Family Strikes Back	Pyr	.
Miller, A.	Fury	Tempo	.
Miller, R.	Impossible Yet It Happened	Ace	.
Miller, W.	Cool World	Crest	.
_____	Siege of Harlem	Crest	.
Mitchell	Amazing Mets	Tempo	.
_____	Sandy Koufax	Tempo	.
Monahan	Masterpieces of Surprise	Hart	.

Montagu	Man Who Never Was	Ban	.45
Montgomery	Yellow Eyes	SBS	.35
Monsarrat	Cruel Sea	PB	.75
_____	Ship That Died of Shame	PB	.35
Morehead	Official Rules of Card Games	Crest	.60
Morris, L.	Masterpieces of Adventure	Hart	.75
Morris, R.	Masterpieces of Horror	Hart	.75
_____	Masterpieces of Humor	Hart	.75
_____	Masterpieces of Mystery and Detection	Hart	.75
_____	Masterpieces of Suspense	Hart	.75
Morrow	Black Man in the White House	Macf	.60
Moss, Purdy	All But My Life	Ban	.75
Mowat	Dog who Wouldn't Be	Pyr	.45
_____	Never Cry Wolf	Dell	.50
Nash	Pocket Book of Ogden Nash	PB	.50
Nathanson	Dirty Dozen	Dell	.95
Neider	Man Against Nature	Ban	.50
Nickerson	Circle of Love	UN-N	.40
Nolan	Men of Thunder	Ban	.50
_____	When Engines Roar	Ban	.50

Nordoff, Hall	Falcons of France	Ban	.60
_____	Men Against the Sea	PB	.50
_____	Mutiny on the Bounty	PB	.50
_____	Pitcairn's Island	PB	.35
Nordholt	People That Walk in Darkness	Bal	.75
North	Rascal	Avon	.60
Norton	Catseye	Ace	.40
_____	Daybreak	Ace	.35
_____	Defiant Agents	Ace	.40
_____	Huon of the Horn	Ace	.40
_____	Judgement on Janus	Ace	.40
_____	Key Out of Time	Ace	.40
_____	Lord of Thunder	Ace	.40
_____	Night of Masks	Ace	.40
_____	Ordeal in Otherwhere	Ace	.40
_____	Sea Siege and Eye of the Monster	Ace	.40
_____	Sioux Spaceman	Ace	.40
_____	Shadow Hawk	Ace	.40
_____	Star Born	Ace	.40
_____	Star Gate	Ace	.40
_____	Stars are Ours	Ace	.40

_____	Storm Over Wallock	Ace	.40
_____	Three Against the Witch World	Ace	.40
_____	Time Traders	Ace	.40
_____	Witch World	Ace	.40
_____	Year of the Unicorn	Ace	.40
Notkin	How and Why Book of Science Experiments	G/D	.50
Notkin, Gulkin	How and Why Book of Beginning Science	G/D	.50
_____	How and Why Book of Electricity	G/D	.50
_____	How and Why Book of Machines	G/D	.50
Nowse, Halliday	So You Want To Be a Nurse	PL	.60
O'Connor	Black Tiger	Berk	.45
_____	Black Tiger at Indianapolis	Berk	.45
_____	Mexican Road Race	Berk	.50
_____	Treasure at Twenty Fathoms	Berk	.50
Ogan	Devil Drivers	Nova	.45
_____	Place for Ingrid	Nova	.45
Oglivie	Becky's Island	Berk	.40
Olson	Bucket of Thunderbolts	Pyr	.45
_____	Three Men on Third	Tempo	.50
Orczy	Scarlet Pimpernel	Pyr	.50
Orr	Baseball's Greatest Players Today	JLP	.50

Orwell	Animal Farm	Sig
_____	1984	Sigc
Osborne	How to Deal with Parents and Other Problems	Tempo
O'Sullivan	100 Ways to Popularity	Ace
Owen	Baseball Stories	PB
Packard	Human Side of Animals	PB
Pangborn	Davy	Bal
Papashvily	Anything Can Happen	PL
Paradis	From High School to a Job	Avon
Parkman	Oregon Trail	Airmt
Pantch	Crazy Cartoons by Vip	GM
Pateen	Cheyenne Drums	Berk
_____	Deputy From Furnace Creek	Lance
_____	Five Rode West	GM
_____	Flame In the West	Berk
_____	Odds Against Circle L	Ace
_____	Outlaw Canyon	Berk
_____	Prodigal Gunfighter	Berk
_____	Ride for Vengeance	Avon
Pearson	John F. Kennedy	Gold
Pinney	Wild Animal Pets	Gold

Pinto	Spy Catcher	Berk	.60
Poe	Selected Stories and Poems	Airmt	.50
_____	Eight Tales of Terror	SBS	.50
_____	Fall of the House of Usher	NAL	.50
Pohl	Slave Ship	Bal	.50
_____	Space Merchants	Bal	.50
Porter	"Keeper" Play	Tempo	.50
_____	Winning Pitcher	Tempo	.50
Prebble	Buffalo Soldiers	Ban	.40
Pyle, E.	Brave Men	Pop	.75
Pyle, H.	Men of Iron	Airmt	.50
Quarles	Negro in the Making of America	Collr	.95
Quentin	My Son, the Murderer	Avon	.50
Raab	American Race Relations Today	Anch	.90
Randall	Amos Flagg-High Gun	GM	.40
_____	Amos Flagg-Lawman	GM	.40
_____	Amos Flagg Rides Out	Tempo	.50
Rathjen	Wild Wheels	Tempo	.50
Rawicz	Long Walk	PB	.00
Raymond	Your Military Obligations and Opportunities	Collr	.50

Reading Lab	Double Your Reading Speed	Crest	.6
Redding	On Being Negro in America	Ban	.6
Reeder	West Point Yearling	Berk	.5
Reid, E.	Green Felt Jungle	PB	.7
Reid, P.	Escape from Colditz	Berk	.5
Remarque	All Quiet on the Western Front	Crest	.6
Reynolds	Officially Dead	Pyr	.4
_____	70,000 to One	Pyr	.5
_____	They Fought for the Sky	Ban	.5
Ribakove	Folk-Rock: Bob Dylan Story	Dell	.5
Richter	Light in the Forest	Ban	.4
_____	Sea of Grass	Ban	.4
Robbin	How and Why Book of Caves to Skyscrapers	B/D	.5
_____	How and Why Book of Dogs	B/D	.5
_____	How and Why Book of Exploration and Discovery	B/D	.5
_____	How and Why Book of Guns	B/D	.5
_____	How and Why Book of Lost Cities	B/D	.5
_____	How and Why Book of North America	B/D	.5
Robbins	Never Love a Stranger	B	.7
_____	Stone for Danny Fisher	B	.7

Roberts, K.	Furies	Berk
Roberts, S.	Co-ed in White	Ace
_____	Hootenanny Nurse	Ace
Robinson	Bright Island	Tempo
Rohmer	Day the World Ended	Ace
_____	Drums of Fu Manchu	Pyr
_____	Island of Fu Manchu	Pyr
_____	Mask of Fu Manchu	Pyr
_____	Yellow Claw	Pyr
Rood	How and Why Book of Butterflies and Moths	G/D
_____	How and Why Book of Insects	G/D
Rostand	Cyrano de Bergerac	Ban
Rosten	Captain Newman, M.D.	Crest
Ruark	Horn of the Hunter	Crest
_____	Poor No More	Crest
_____	Uhuru	Crest
Ruppelt	Report on Unidentified Flying Objects	Ace
Russell	Men, Martians and Machines	Berk
Ryan	Longest Day	Crest
Sakai	Samurai	Bal

Sale	Oscar	PB
Salinger	Cather in the Rye	Ban
Salisbury	Shook-Up Generation	Crest
Sands	My Shadow Ran Fast	Sig
Saroyan	Human Comedy	Dell
_____	My Name is Aram	Dell
Saudek	Eight Courageous Americans	Ban
Schaefer	First Blood	Ban
_____	Shane	Ban
Scharff	How and Why Book of Ocean- ography	G/D
_____	How and Why Book of Railroads	G/D
_____	How and Why Book of Robots and Electronic Brains	G/D
_____	How and Why Book of Ships	G/D
Scoggin	Chucklebait	Dell
Scholastic Mag. ed.	What You Should Know About Communism----and Why	SBS
_____	What You Should Know About Democracy---and Why	SBS
Schultz	For the Love of Peanuts	Crest
_____	Fun With Peanuts	Crest
_____	Good Grief, Charlie Brown	Crest

_____	Here Comes Charlie Brown	Crest	.40
_____	Here Comes Snoopy	Fawc	.40
_____	Hey Peanuts	Crest	.40
_____	My Life as an Indian	Prem	.60
_____	Very Funny, Charlie Brown	Crest	.40
_____	We're on your side, Charlie Brown	Crest	.40
_____	What Next Charlie Brown	Crest	.40
_____	Wonderful World of Peanuts	Crest	.40
_____	You Are Too Much, Charlie Brown	Crest	.40
Scott, J.	Art of Being a Girl	Tempo	.50
Scott, R.	God is My Co-Pilot	Bal	.50
Sellers	Cross My Heart	Berk	.45
Serling	More Stories from the Twilight Zone	Ban	.45
_____	New Stories from the Twilight Zone	Ban	.45
_____	Requiem for a Heavyweight	Ban	.40
_____	Stories from the Twilight Zone	Ban	.40
Sewell	Black Beauty	Airmt	.50
Shannon	How and Why Book of Dinosaurs	G/D	.50
Sheckley	Pilgrimage to Earth	Ban	.50

Shelley	Frankenstein	Dell
Sherril	Cross and the Switchblade	Pyr
Short	Branded Man	Dell
_____	Hard Money	Ban
_____	King Colt	Ban
_____	Marauder's Moon	Dell
_____	Paper Sheriff	Ban
_____	Ramrod	Pop
_____	Savage Range	Ban
Shotwell	Roosevelt Grady	Tempo
Shulman, I.	Amboy Dukes	Ban
_____	Children of the Dark	pop
_____	Cry Tough	pbl
_____	Velvet Knife	pop
_____	West Side Story	PB
Shulman, M.	I Was a Teen-Age Dwarf	Ban
_____	Many Loves of Dobie Gillis	Ban
_____	Rally Round the Flag, Boys	Ban
Sillitoe	Loneliness of the Long Distance Runner	Sig
Silverberg	Empires in the Dust	Ban
_____	Sunken History	Macf

Simak	Time is the Simplest Thing	Crest
_____	Way Station	Macf
Simmons	So You Think You Know Baseball	Crest
Sinclair	Jungle	Airmt
Slaughter	Fort Everglades	PB
Sloane	How You Can Forecast the Weather	Prem
Smith, B.	Tree Grows in Brooklyn	Pop
Smith, C.	Great Science Fiction Stories	Dell
Smith, D.	Quarterbacks	Pop
Smith, N.	Faster Reading Made Easy	Pop
Smith, R.	Baseball's Hall of Fame	Ban
Smythe	Andy Capp Sounds Off	GM
_____	Meet Andy Capp	GM
_____	What Next, Andy Capp?	GM
Sneider, V.	Teahouse of the August Moon	Sig
Sonensen	Plain Girl	Voy
Soubiran	Doctors	Pop
Soule	Mystery Monsters	Ace
Spock	Baby and Child Care	PB
Stanford	Red Car	SBS

_____	Ski Town	Nova
Steinbeck	Cannery Row	Ban
_____	East of Eden	Ban
_____	Grapes of Wrath	Ban
_____	Of Mice and Men	Ban
_____	Pearl	Ban
_____	Red Pony	Ban
_____	Tortilla Flat	Ban
Stern	Great Ghost Stories	WSP
Stevenson	Black Arrow	Dell
_____	Kidnapped	Dell
_____	Treasure Island	Dell
Stoker	Dracula	Bal
Stolz	And Love Replied	PL
_____	Day and Way We Met	Tempo
_____	Hospital Zone	Berk
Stowe	Uncle Tom's Cabin	PL
Strang	Target Tomorrow	Dell
Stuart	Satan Bug	Pop
Sturgeon	More Than Human	Bal
_____	Rare Breed	GM
_____	Some of Your Blood	Bal

_____	Touch of Strange	Berk	.50
_____	Voyage to the Bottom of the Sea	Pyr	.50
Sullivan	Famous Auto Racing Thrills	Nova	.45
_____	Peace Corps Nurse	Nova	.45
Summers	Trouble on the Run	Tempo	.50
Sutton	How and Why Book of the American Revolution	G/D	.50
_____	How and Why Book of the Moon	G/D	.50
_____	How and Why Book of the North American Indians	G/D	.50
_____	How and Why Book of Our Earth	G/D	.50
_____	How and Why Book of Trees	G/D	.50
_____	How and Why Book of Winning the West	G/D	.50
_____	How and Why Book of World War II	G/D	.50
Suyin	Many Splendored Thing	Sig	.75
Tabor	Battle of the Bulge	Pop	.50
Tegnet	Complete Book of Self Defense	Ban	.95
Thomas, D.	Dog Stories	PB	.50
_____	Horse Stories	PB	.50
Thomas, H.	Better English Made Easy	Pop	.60
Thompson	Art of Being a Successful Student	WS	.45

Tregaskis	Guadalcanal Diary	Pop	.40
_____	Vietnam Diary	Pop	.60
Trever	Flight of the Phoenix	Avon	.75
Trevor-Roper	Last Days of Hitler	Collr	.95
Tunis	Kid Comes Back	SBS	.50
_____	Kid from Tomkinsville	Berk	.45
_____	Schoolboy Johnson	Berk	.45
_____	Silence Over Dunkerque	Berk	.50
_____	World Series	Berk	.50
_____	Young Razzle	Berk	.45
Tunley	Kids, Crime and Chaos	Dell	.50
Twain	Adventures of Huckleberry Fin	WSP	.45
_____	Adventures of Tom Sawyer	WSP	.45
_____	Connecticut Yankee	PL	.50
Uhnak	Policewoman	Macf	.60
Unger	Complete Guide to Dating	Nova	.50
Unger, Berman	What Girls Want to Know About Boys	Tempo	.50
_____	First Dates and Other Disasters	Sig	.50
Untermeyer	Concise Treasury of Great Poems	PB	.75
Uris	Battle Cry	Ban	.95
_____	Exodus	Ban	.95

Van Every	Company of Heroes	Mentor
Van Vogt	Destination: Universe!	Berk
_____	Mind Cage	Tower
_____	Mission to the Stars	Berk
_____	Violent Man	Avon
Verne	Around the World in 80 Days	SBS
_____	Journey to the Center of the Earth	Perm
_____	Mysterious Island	SBS
_____	20,000 Leagues Under the Sea	Ban
Verril	Strange Story of our Earth	Prem
Viereck	Summer I Was Lost	Sig
Villiers	Great Sea Stories	Dell
Vivian	Robin Hood	Airmt
Wadsworth	Bamboo Key	Tempo
_____	Puzzle of the Talking Monkey	Tempo
Walden	My Sister Mike	Berk
_____	When Love Speaks	Berk
_____	Where is My Heart?	Berk
Waldman	Challenger	Tempo
Waldron and Gleeson	Frogmen	Berk

Wallace	Ben Hur	Ban
Wallant	Pawnbroker	Macf
Walters	First on the Moon	Tempo
Ward, Yates	Rodger Ward's Guide to Good Driving	Per
Warren, Erskine	Six Centuries of Great Poetry	Dell
Washington	Up from Slavery	Ban
Webb	How and Why Book of Florence Nightingale	G/D
Weber	Beany and the Beckoning Road	Berk
_____	Beany Malone	Berk
_____	Leave It to Beany	Berk
Webster	Daddy Long Legs	Tempo
Weir	Star and the Flame	Sig
Wells, H.B.	Inexperienced Ghost	Berk
Wells, H.G.	First Men in the Moon	Airmt
_____	Invisible Men	Berk
_____	Island of Dr. Moreau	Berk
_____	Time Machine	Berk
_____	War of the Worlds	Sig
Wells, L.E.	Brand of Evil	Berk
West	Cress Delehanty	WSP
Westheimer	Von Ryan's Express	Sig

Wharton	Coming of Flame	Dell
White, B.	Teen-Age Dance Book	Perm
White, T.	Sword in the Stone	Dell
Whitney	Black Amber	Crest
_____	Blue Fire	Ban
_____	Highest Dream	SBS
_____	Mystery of the Hidden Hand	Tempo
_____	Quicksilver Pool	Ace
_____	Thunder Heights	Ace
Wibberley	House That Roared	Ban
_____	House on the Moon	Ban
Widder	Adventures in Black	P1
Wilde	Picture of Dorian Gray	Dell
Williams, E.	Tunnel Escape	Berk
Williams, O.	American Verse	WSP
_____	Immortal Poems of the English Language	WSP
_____	Major American Poets	Mentor
_____	Major British Poets	Ment
_____	New Pocket Anthology of American Verse	WSP
_____	Pocket Book of Modern Verse	WSP

	Silver Treasury of Light Verse	ent.	.9
Wilson	Hundred Steps	ova	.4
Wister	Virginian	B	.3
Wouk	City Boy	ell	.6
Wright	Black Boy	ig	.
	Native Son	ig	.
	Outsider	PL	.
	Uncle Tom's Children	PL	.
	White Man Listen	Anch	.
Wyndham	Beth Hilton, Model	Tempo	.
	How and Why Book of Ballet	G/D	.
Wyss	Swiss Family Robinson	Dell	.
Young	Rommel, Desert Fox	PL	.